



The Rhode Island Model:
*Guide to Evaluating Building
Administrators and Teachers*
May 2011

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Dear Rhode Islanders,

Together, we are opening a new chapter in the history of education in Rhode Island. The members of our state's learning communities are uniquely positioned to transform Rhode Island's education system at a time when the eyes of the nation are focused on improving outcomes for *all* students. Our schools should be centers of excellence, and our educators deserve a fair, accurate, and meaningful evaluation system that will help them take student achievement to new heights.

Educators across the Ocean State have been working hard over the last year to develop a new evaluation system focused on professional growth and student achievement. Educators from more than 23 districts and organizations collaborated to create the Rhode Island Model Educator Evaluation System, which is grounded in the Educator Evaluation System Standards approved by the Board of Regents in 2009. Many public forums, outreach sessions and webinars have been held to share information about the work and to solicit feedback. We should all be proud to implement a system that represents the best thinking from Rhode Island.

This guidebook will be an essential tool in ensuring the success of this effort. Every step is focused on helping educators grow and develop as professionals, for the benefit of our students. A second guidebook designed specifically for teachers will be published this summer. In addition, RIDE will provide workshops, webinars, training tools for school-based training and support from intermediary service providers (ISPs), who will train and support school administrators as they familiarize themselves with the new system. Success will require open communication and a renewed spirit of teamwork at every level.

For most districts, 2011-2012 will be a year to learn the model with hands-on practice before full implementation begins statewide in 2012-2013.

We are committed to helping Rhode Island's educators succeed in implementing an effective evaluation system. I know this initiative requires dedication and focused energy at the school level. Feedback during the development phase has been invaluable to our work, and we welcome the continued collaboration of our partners in education as we navigate new territory on behalf of Rhode Island's students. Please send comments and suggestions to EdEval@ride.ri.gov.

Sincerely,



Deborah A. Gist
Commissioner of Elementary and Secondary Education

PART ONE:

Summary of the Rhode Island Model

Introduction

The Rhode Island Model Educator Evaluation System focuses on a simple goal: Ensuring effective teachers in every classroom and effective leaders in every school.

Research has shown that the single most important school-based factor influencing a student's achievement is the quality of his or her teacher¹. An effective teacher can change the course of a student's life, and effective teachers need effective leaders with the ability to guide and motivate school communities.

Unfortunately, evaluation models in many of our schools don't provide the kind of feedback and support educators need in order to develop and improve. Currently, evaluations are often infrequent or inconsistent, with little focus on the educator's professional development and little, if any consideration of how much students are learning. The Rhode Island Model, on the other hand, calls for annual evaluations, with a focus on educator-evaluator collaboration and feedback to fuel professional growth and specific goals and objectives to measure progress. To determine overall educator effectiveness, the Rhode Island Model considers three central components: Professional Practice, Professional Responsibilities, and Student Learning.

Background

In 2009, the Rhode Island Board of Regents for Elementary and Secondary Education adopted the Rhode Island Educator Evaluation System Standards, which are designed to help school districts build rigorous, fair, and accurate educator evaluation systems. These standards were guided by research as well as recommendations from the Consortium for Policy Research in Education and from the Rhode Island Urban Education Task Force. The standards state that an evaluation system must:

- Establish a common understanding of expectations for educator quality within the district;
- Emphasize the professional growth and continuous improvement of individual educators;

¹ Sanders, W.L. and Rivers, J.C. (1996). "Research Project Report: Cumulative and Residual Effects of Teachers on Future Student Academic Achievement," University of Tennessee Value-Added Research and Assessment Center.



- Create an organizational approach to the collective professional growth and continuous improvement of groups of educators to support district goals;
- Provide quality assurance for the performance of all district educators;
- Assure fair, accurate, and consistent evaluations; and
- Provide district educators a role in guiding the ongoing system development in response to systematic feedback and changing district needs.

Using these six standards as a foundation, RIDE worked with educators from across the state to design the Rhode Island Model evaluation system described in this document.

Design of the Model

To ensure that the Rhode Island Model reflects a common vision of educator quality throughout the state, design teams of teachers and administrators created performance rubrics aligned with the Rhode Island Professional Teaching Standards, the Rhode Island Educator Code of Professional Responsibility, and the Rhode Island Standards for Educational Leadership. All content was reviewed by the Advisory Committee for Educator Evaluation Systems (ACEES), a committee comprised of parents, students and educators from around the state charged with advising RIDE on the design of the RI Model, as well as a Technical Advisory Committee (TAC) of education and assessment experts.

The Model was field tested in five Rhode Island schools during the spring of 2011. This process led to further refinements of the Rhode Island Model based on feedback from teachers and building administrators who interacted directly with the system.

Timeline for Implementation

In most districts, the Rhode Island Model will be implemented gradually beginning in school year 2011-2012. Some districts will begin immediately with full implementation. As gradual implementation details are finalized, further information will be disseminated.

In school year 2012-2013, districts will implement the full version of the Rhode Island Model, which will incorporate lessons learned from the first year of implementation. Even beyond these initial years, the Model will be continuously improved based on educators' feedback and experience.

Overview of Evaluation Criteria

The Rhode Island Model Educator Evaluation System will rely on multiple sources of information to paint a fair, accurate, and comprehensive picture of educator effectiveness. All educators will be evaluated on three components:

Component	Description of Component
Student Learning	Contributions to student progress toward academic goals and learning standards, combined with (where applicable) results from the RI Growth Model (for teachers and administrators with students in tested grades (3-7) and subjects (ELA and math))
Professional Practice	Knowledge and skills that impact student learning, as defined by the RI Professional Teaching Standards and the RI Educational Leadership Standards
Professional Responsibilities	Contributions as a member of the school/learning community, as defined by the RI Professional Teaching Standards, RI Educational Leadership Standards and the RI Code of Professional Responsibilities



Individual ratings in each of these components will be combined to produce a final effectiveness rating of:
Highly Effective, Effective, Developing, or Ineffective.

Overview of the Educator Evaluation Process

The Rhode Island Model will provide teachers and building administrators with ongoing, useful feedback. Three conferences anchor the evaluation and development process for all educators. The goal of these conferences is to create a specific, individualized development plan for each educator and to provide comprehensive, constructive feedback. Conferences occur at the beginning of the school year, midway through the year, and at the end of the year. At each conference, educators and evaluators will discuss successes, identify areas for improvement, set and track progress toward Student Learning Objectives and his or her Professional Growth Goals in the educator's Professional Growth Plan.

Throughout the year, evaluators will observe teachers and building administrators in action, both during longer, announced observations and unannounced observations, which may be shorter. Teachers will be observed during the course of everyday classroom activities, while observations of building administrators will involve school visits and information from teachers,

students, and parents. Timely and specific feedback on these observations is an important part of the development and evaluation process.

All educators will have a primary evaluator who is responsible for his or her overall evaluation. In most cases, teachers will be evaluated by their principal, assistant principal, or department head, as is the case in some districts; building administrators will be evaluated by their superintendent, or in the case of assistant principals, the head principal.² Based on local context and need, districts may identify a complementary evaluator to assist the primary evaluator by conducting observations, gathering evidence, or providing feedback and development help. Complementary evaluators may be individuals from within or outside of the school or district in which they are serving as evaluators. All evaluators, both primary and complementary, will be fully trained.

Educator Support & Development

At the heart of the Rhode Island Model is a focus on support and development for every Rhode Island teacher and building administrator. This commitment is critical to ensuring that educators continuously improve their practice.

The Rhode Island Model links an educator's evaluation, which identifies strengths and areas for development, with that educator's personal reflection on his or her practice and an individualized Professional Growth Plan.

To develop a Professional Growth Plan, each educator will complete a self-assessment at the beginning of the year, where they will reflect on their past performance, consider relevant student learning data, and plan professional goals for the upcoming year. Educators will use the Professional Practice and Professional Responsibilities Rubrics to identify both strengths and areas for development and ensure their goals are aligned with the competencies on which they will be evaluated.

Completion of the self-assessment will lead to the development of the Professional Growth Plan, containing three concrete Professional Growth Goals which will be the focus of the educator's targeted professional development over the course of the year. Each goal will be specific and measurable, with clear benchmarks for success.

Support and development will vary depending on goals identified by individual educators. All educators will participate in ongoing, job-embedded professional development (e.g., observing or being observed by peers or participating in a professional learning community) designed to help them achieve their goals. Collaborative, professional conversation about performance

² The use of department heads or personnel other than building administrators as evaluators will be based on district policies and local collective bargaining agreements

between educators and their evaluators will help them to improve their practice over the course of the year.

In alignment with the Rhode Island Educator Evaluation System Standards, any educator who receives a rating of Developing or Ineffective will receive support in order to improve. These educators will work with their evaluator to develop a detailed Individual Development Plan with clear objectives, benchmarks and timelines and to identify an improvement team to assist with their development.

Evaluation Conferences

The evaluation process is anchored by three evaluation conferences between the educator and evaluator:

Beginning-of-Year Conference: Educator and evaluator discuss the educator's self-assessment, agree on a Professional Growth Plan with specific development goals, and confirm the educator's Student Learning Objectives for the year. Going forward, the previous year's evaluation information will inform this conference.

Mid-Year Conference: Educator and evaluator discuss all aspects of the educator's performance, including Professional Practice, Professional Responsibility, the educator's progress on his or her Professional Growth Plan, and progress toward Student Learning Objectives. In some cases, Professional Growth Goals and Student Learning Objectives may be revised based on discussion between the evaluator and the educator.

End-of-Year conference: Educator and evaluator reflect on the educator's performance in all three components throughout the year and determine whether development goals on the Professional Growth Plan and Student Learning Objectives were met. The evaluator determines the educator's final effectiveness rating for the school year. The educator and evaluator also discuss potential development areas for the following school year.

Training and Support

Each evaluator will be required to complete a series of training sessions that focuses on the specifics of the evaluation system, including in-depth sessions on Student Learning, Professional Growth Plans, observations and feedback, and conferencing. These training sessions will be led by Intermediary Service Providers (ISPs), experienced teachers and administrators who will be trained by RIDE. To ensure teachers receive information about the model, RIDE will also design communication tools for building administrators to share with teachers in their schools.

Ensuring Fairness and Accuracy

To determine an educator's effectiveness fairly and accurately, the Rhode Island Model uses multiple measures to assess educator effectiveness. The Model will continue to be improved based on educator's experience and continued feedback from the Technical Advisory Committee, as well as an Implementation Working Group comprised of Rhode Island educators, educators in the field, and other education experts.

Safeguards and Protections

Every step will be taken to ensure that final effectiveness ratings are fair and accurate. However, in the event that an evaluation process yields a contradictory outcome (e.g., a teacher has an extremely high Student Learning rating and an extremely low rating in Professional Practice and Professional Responsibilities), a review of the evaluation will be conducted at the district level. RIDE will periodically audit the evaluation process to ensure that evaluations are fair, accurate, and adhere to state standards. Evaluation appeals will be handled at the district level in accordance with district policy and practice, collective bargaining agreements, and/or processes set forth by the District Evaluation Committee.

Guidance for District Evaluation Committees

The Rhode Island Educator Evaluation System Standards stipulate that districts establish an evaluation committee to oversee the implementation of educator evaluation and ensure that the system is fair and accurate. Districts should refer to the requirements outlined in the System Standards and begin convening these committees immediately. RIDE will also provide further guidance to district leaders as they develop District Evaluation Committees to assist in ensuring that local processes are in place to monitor the implementation of the evaluation system.

PART TWO:

Developing and Evaluating Building Administrators

Administrator Development

Effective leaders recognize the importance of ongoing growth and reflection as they proceed in their careers. The Rhode Island Model encourages educators to take personal responsibility for their own professional development. Simultaneously, the system is designed to promote a collaborative culture where educators are motivated to share best practices and learn from each other.

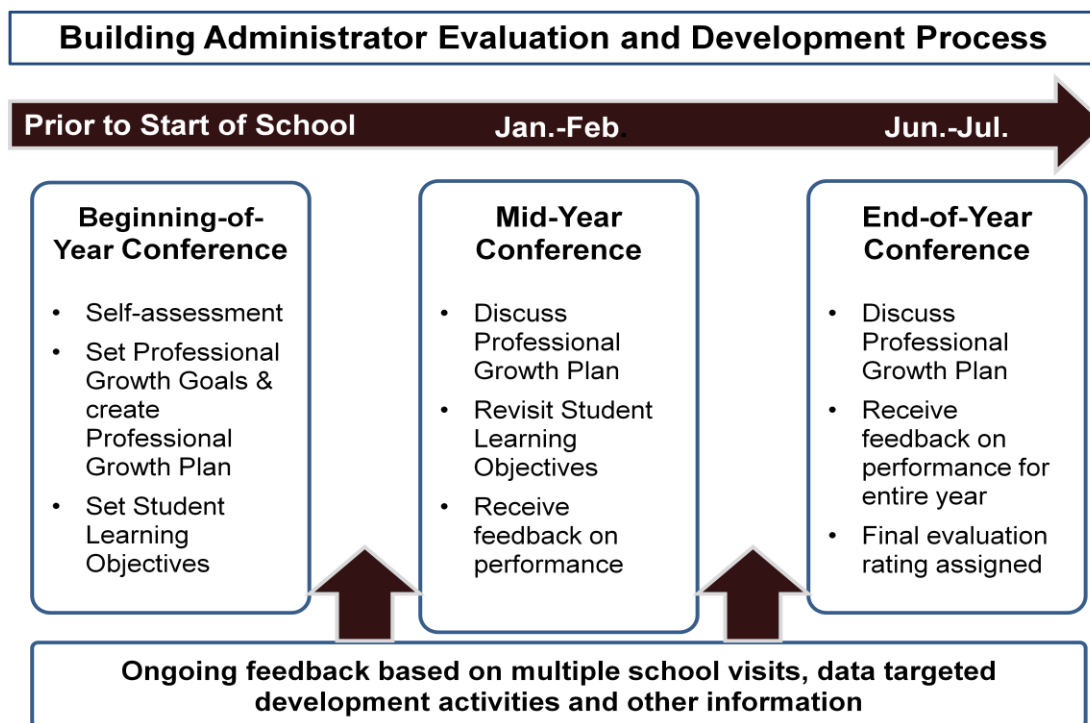
Building administrator evaluations will generally be conducted by the superintendent or a designated member of district leadership, while assistant principals will generally be evaluated by their principal.

“Meaningful school improvement begins with cultural change—and cultural change begins with the school leader.”

Douglas Reeves, author of *Leading Change in Your School*

Development and Evaluation Process for Building Administrators

The development and evaluation process for building administrators is based on a year-long series of conferences and school visits designed to promote professional development and growth. The chart on the following page provides a simple outline of the process.



Assistant Principals and Other Building Administrators

Assistant principals and other building administrators will be evaluated by their principal or a designated member of district leadership. All building administrators will be evaluated on the full Administrator Professional Practice Rubric, as well as the same Professional Responsibilities Rubric used by teachers. However, the sources of evidence used to determine performance may vary slightly (e.g., an assistant principal in charge of athletics may be required to submit the athletics budget while the assistant principal in charge of student discipline is required to submit student discipline rates). The same set of Student Learning Objectives will apply to all administrators within a school, though some may choose to set an additional, individual Student Learning Objective.



District Leadership: Superintendents should determine who will evaluate each assistant principal in the district. The evaluator should meet with the assistant principal *before school begins* to determine what sources of evidence will be used to measure performance on competencies of the Professional Practice Rubric.

Professional Growth Plans

Great leaders model the ability to grow and evolve toward mastery of their profession. As leaders of a learning community, administrators can set an inspiring example for teachers and students alike.

The administrator evaluation process begins with a self-assessment that enables thoughtful reflection on past performance and identification of both strengths and areas for development. In order to complete this self-assessment, administrators will review the skills and knowledge identified in the **Administrator Professional Practice and Professional Responsibilities Rubrics** of the Rhode Island Model, which can be found on in Appendix A of this guide. Using these Rubrics, administrators will complete the **Building Administrator Self-Assessment Form** (located on page 94).

After completing the self-assessment, administrators will develop a Professional Growth Plan containing three Professional Growth Goals for the upcoming school year, and describe the strategies that will be used to meet these goals, including any resources or support that may be needed. These goals and strategies will be recorded on the **Educator Growth Plan** (located on page 101). Professional Growth Goals should align with:

- the skills and knowledge identified in the **Administrator Professional Practice Rubric**; and
- the skills and knowledge identified in the **Educator Professional Responsibilities Rubric**; and
- the School Improvement Plan and district objectives.



Administrators should send their Professional Growth Plan to their evaluator at least 48 hours before the Beginning-of-Year conference, so that he/she has time to review it.

During the Beginning-of-Year conference, the administrator and evaluator will review the Professional Growth Goals in the Professional Growth Plan, along with prior performance evaluations, to finalize a Professional Growth Plan. At the mid-year conference, they will discuss current progress, as well as development strategies that would lead to greater progress. In some cases, the Professional Growth Plan may be adjusted during the mid-year conference, if the goals are not ambitious enough, too ambitious, or not yielding the desired outcomes. The Professional Growth Plan can be revisited and adjusted more frequently, depending on individual development needs and new data.

At the year-end conference, the administrator and evaluator will reflect on the extent to which the Professional Growth Goals have been met and brainstorm areas to target for the coming year, based on the current year's evaluation results.

The evaluator will assign a final effectiveness rating for the year, using the methods outlined in **Part Four** of this guidebook. The four effectiveness ratings are: Highly Effective, Effective, Developing, and Ineffective. Administrators who are rated as Developing or Ineffective at the end of the year will be placed on an Individual Development Plan and will work with an improvement team to assist them with their development over the course of the following year. An improvement team may consist solely of an educator's evaluator, or of multiple people, depending on the educator's needs and the school and district context. The administrator's district will identify personnel actions that may occur if he or she does not adequately improve his or her performance. **The Educator Individual Development Plan** is found on page 108.

Professional Practice and Professional Responsibilities

The Administrator Professional Practice and Professional Responsibilities Rubrics identify the competencies by which building administrator leadership practices are evaluated. These rubrics were developed by administrators and teachers from across the state and are grounded in the Rhode Island Code of Professional Responsibilities, the Rhode Island Educational Leadership Standards, and the Rhode Island Professional Teaching Standards.

Administrator Professional Practice

Administrator Professional Practice involves the ability to foster and sustain a shared vision of learning that sets high expectations for all students. The Rhode Island Model groups the domains of effective leadership practice for building administrators into four areas:

1. Mission, Vision, and Goals
2. Learning and Teaching
3. Organizational Systems
4. Community

Through the process defined in the Rhode Island Model, administrators will be evaluated on various leadership practices and encouraged to reflect on their performance by considering key questions. For example:

Did the administrator:

- Monitor and continuously improve learning and teaching at their school?

- Supervise and maintain organizational systems and resources for a safe, high-performing learning environment?
- Collaborate with families and the community to mobilize resources that improve student achievement?

The **Administrator Professional Practice Rubric** is located on page 55. Details on scoring performance on this rubric can be found in **Part Four** of this guide.

Educator Professional Responsibilities

The Professional Responsibilities Rubric focuses on the contributions all educators make as members of their learning community. Administrators and teachers will be evaluated on the same competencies in this area; however, they may be evaluated on slightly different sources of evidence based on their role. More information on **Educator Professional Responsibilities** can be found on page 15 of this guide and the **Educator Professional Responsibilities Rubric**, which applies to all educators, can be found on page 73. Details on scoring performance on this rubric can be found in **Part Four** of this guide.

Building Administrator Evaluation: Sources of Evidence

During the Beginning-of-Year Conference, **the evaluator and administrator will clearly identify which sources of evidence will be used to evaluate the competencies on the Administrator Professional Practice and Educator Professional Responsibilities Rubric.** In some cases, the competencies can be observed through school visits, but the building administrator and evaluator should be clear about which sources of evidence will need to be collected or produced in order for the evaluator to fairly and accurately assess performance.

Throughout the course of the year, it is the building administrator's responsibility to collect the sources of evidence using the following guidelines:

- Evidence should be collected throughout the year and does not need to be submitted all at once at the End-of-Year Conference. Evaluators will determine the exact process and timeline for submitting evidence.
- One source of evidence could be used to demonstrate proficiency on more than one competency of the rubric. Overall, the compilation of evidence should be aligned to the competencies in the Administrator Professional Practice and Professional Responsibilities rubrics.
- The focus of the evidence collection should be on quality rather than quantity. For example, all of the evidence collected should be able to fit neatly in a file folder (a binder may be used if including sources of evidence that are particularly long such as budgets or improvement plans). The discussion to identify sources of evidence should not take more than 30 minutes.
- Building administrators may submit brief notes along with sources of evidence if they feel it may be helpful to the evaluator.

A portion of the mid-year conference may be dedicated to reviewing some of the already collected sources of evidence but all evidence should be reviewed prior to the End-of-Year conference. Educators should submit any evidence to be discussed with their evaluator, no later than 48 hours prior to an evaluation conference. If the evaluator requires additional evidence or evidence is not submitted to date, this should be communicated to the administrator.

Evaluators will review the evidence collected by building administrators, in addition to data from school-visits and any other evaluation-related activities to complete the rubric scoring.

Observing Schools

The best way to evaluate a school environment is to see it in action. Just as teachers are observed in the classroom as part of their evaluation process, an administrator's school will be visited by the evaluator to better understand his or her professional practice. Feedback after these visits will align with the competencies in the Administrator Professional Practice Rubric, the Educator Professional Responsibilities Rubric, and the sources of evidence agreed upon to evaluate the administrator's performance. This feedback may also help the administrators adjust their approach to meeting Professional Growth Goals.

Administrators can expect a minimum of four schools visits of varying lengths each year. At the beginning of the year, the evaluator will identify which sources of evidence will be used to determine effectiveness for each competency. The Administrator Professional Practice Rubric already identifies possible sources of evidence for each competency, although based on the district and the building administrator's role, additional sources may be added. Many of the competencies on this rubric rely on some form of a school visit in order to assess them fairly and accurately. During the Beginning-of-Year Conference (or earlier) the evaluator will identify the evidence to be collected, including what he or she will want to see during a school visit. **The School Site Visit Running Record Form** is located on page 77.

During these visits, the evaluator will spend time with the administrator in addition to observing and meeting with teachers, staff, students, parents, and community members. In most cases, the administrator will not need to prepare for a school visit, as the purpose is to see the school in action under everyday circumstances. For planned visits, these suggestions will help the administrator to ensure a productive visit with the evaluator:

- Review the agreed upon sources of evidence. Prepare, in advance, any materials the evaluator will want to review such as budgets, parent engagement plans, etc.
- Schedule a number of classroom visits that represents a wide range of grades and subjects, as well as teaching experience and effectiveness.
- Encourage your evaluator to observe a wide variety of school activities such as faculty meetings, IEP meetings, school assemblies, etc.
- Encourage students, staff, parents, and community members to interact with the evaluator when appropriate, asking questions, providing feedback.

Within two to three days of your observation, the building administrator should receive written feedback. The evaluator should use the **School Site Visit Feedback Form** located on page 78.



Student Learning

At the core of the Rhode Island Model is a focus on improving student outcomes. The Rhode Island Model uses multiple measures to assess a building administrator's contributions to student learning: School-Wide Student Learning Objectives and School-Wide Growth.

School-Wide Student Learning Objectives

Working together, building administrators and their evaluator will establish four to six measureable and rigorous Student Learning Objectives, aligned with district priorities and state standards as well as the School Improvement Plan. These Objectives should be developed using data or input from the school leadership team in alignment with the school improvement plan and any district priorities. Student Learning Objectives must be finalized with the evaluator before the school year begins. This will enable the administrators to share them with teachers before they develop their own Student Learning Objectives, increasing the opportunity for alignment. The same set of Student Learning Objectives will apply to all administrators within a school, though some may choose to set an additional, individual Student Learning Objective. Additional information on Student Learning Objectives, including exemplars for various school settings, grade levels and subjects will be included in a separate, forthcoming handbook.



Building administrators should finalize Student Learning Objectives before the school year begins, so that teachers can align their Student Learning Objectives with those that have been set for the school as a whole.

The mid-year conference presents an opportunity to revise Student Learning Objectives if it becomes clear that they are not sufficiently ambitious, too ambitious or fail to address the most important learning challenges in the school based on data collected.

The evaluator will examine evidence for each Student Learning Objective at the End-of-Year Conference and will determine an overall Student Learning rating.

Setting School-Wide Student Learning Objectives

A Brief Overview of the Process

The district identifies priority standards, district-wide goals and objectives, and any district-wide sources of evidence (common assessments such as NWEA, Stanford 9 or district-developed assessment tools).

1. Building administrators review all available prior learning data and, with their evaluator, determine four to six school-wide Student Learning Objectives that align with district initiatives and priorities. School-wide Student Learning Objectives do not need to cover every student in the school. For example, Objectives can pertain to particular grades, subjects, or subgroups of students. In addition, administrators whose schools did not meet AYP or that met AYP through Safe Harbor should set School-wide Student Learning Objectives that address those areas targeted for improvement.
2. For each objective, building administrators determine which sources of evidence will be used to measure student learning. If district-wide sources of evidence exist, they must be used. For each source of evidence, building administrators review prior learning data, if applicable, and record a **baseline**.
3. Building administrators examine each baseline (if applicable) and set a rigorous **target** for the end of the school year that aligns with any district-specified benchmarks for success or accountability requirements.
 - *Note that baselines are not required if the objective is based on mastery rather than progress. For example, if the objective is to ensure every student meets a minimum bar of proficiency, a baseline is unnecessary in order to determine how much learning must occur. The target will be 100% of students reach a score of X.*
4. The evaluator approves the objectives and monitors progress toward them throughout the year, including revisiting them at the mid-year conference, if necessary. At the end of the year, the evaluator will give building administrators a school-wide Student Learning Objective score. (You can find more information on the scoring process in **Part Three** of this guide.)

The Rhode Island Growth Model: School-Wide Scores

The Student Learning component of the Rhode Island Model measures a school's progress toward specific, measurable Student Learning Objectives and will be a measure of student learning for all building administrators. Building administrators with students in grades 3-7 in NECAP-tested subjects (ELA and math) also will receive a Rhode Island Growth Model rating as part of their Student Learning score³. For detailed information on the Rhode Island Growth Model, refer to page 35 in **Part 3** of this guide or visit the RIDE website at <http://www.ride.ri.gov/assessment/RIGM.aspx>

Evaluation Conferences

An open dialogue with the evaluator is essential to the administrator's development as an education professional, both during evaluation conferences and throughout the year. Working together, the administrator and evaluator will establish and then measure progress toward school-wide Student Learning Objectives (which should be aligned with the School Improvement Plan and district objectives) and the Professional Growth Goals for the Professional Growth Plan.



This timeline can serve as a reminder for administrators to schedule time in their calendar for the important elements of their development and evaluation process.

³ The Rhode Island Growth Model will not be included in evaluation ratings in school year 2011-2012.

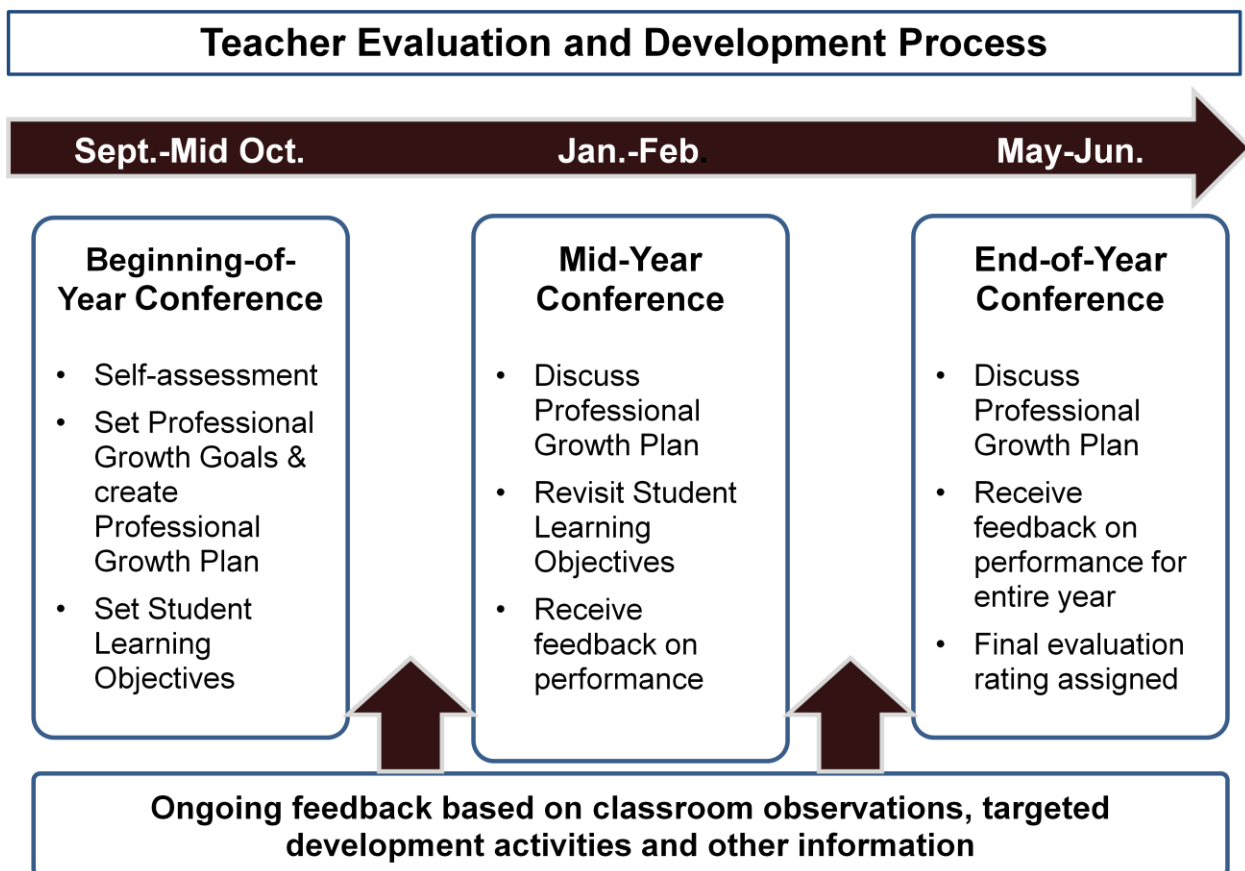
Development and Evaluation Timeline for School Administrators	
Month	Development and Evaluation Items/Actions
Prior to Start of School (August)	Beginning-of-Year Conference: Work with evaluator to establish Professional Growth Plan, Student Learning Objectives, methods to evaluate Student Learning Objectives and sources of evidence for the Administrator Professional Practice Rubric.
September -- December	Evaluator visits school at least twice and provides feedback. Participate in professional development identified in the Professional Growth Plan.
January	Mid-Year Conference: Review and discuss progress on professional Growth Plan and Student Learning Objectives. Review and discuss performance on Professional Practice and Professional Responsibilities Rubrics.
February – May	Evaluator visits school at least twice and provides feedback. Continue to participate in professional development identified in Professional Growth Plan.
June/July	Year-End Conference: Reflect on Professional Growth Plan and Student Learning Objectives. Evaluator will calculate a final effectiveness rating based on entirety of evaluation evidence.

PART THREE: Developing and Evaluating Teachers

Teacher Development

The Rhode Island Model provides structured support to help teachers improve their craft and grow as educators. Their professional growth cycle is grounded in feedback and reflection, and anchored by a Professional Growth Plan that is comprised of several Professional Growth Goals.

The evaluation process for teachers is based on a year-long series of conferences and observations designed to promote professional development and growth. The following chart provides a simple outline of the process.



Primary and Complementary Evaluators

The primary evaluator for most teachers will be the principal or assistant principal of their school.⁴ The primary evaluator is responsible for the overall evaluation process, including assigning final ratings. Some districts may also decide to use complementary evaluators to assist the primary evaluator. Complementary evaluators are often educators with specific content knowledge, such as department heads or curriculum coordinators and may be individuals based within or outside the school or district in which they are serving as evaluators.

Complementary evaluators may assist primary evaluators by conducting observations, collecting additional evidence, and providing additional feedback and development. Like primary evaluators, complementary evaluators should give teachers written feedback after observations. A complementary evaluator should share his or her feedback with the primary evaluator as it is collected and shared with teachers. Primary evaluators will have sole responsibility for assigning evaluation ratings.

All evaluators will be required to complete training on the Rhode Island Model.

Development and Evaluation Process for Teachers

In a process similar to the administrator's evaluation, teachers will begin the year by reflecting on their past performance and challenges on the **Teacher Self-Assessment Form**, which can be found on page 97 of this guidebook. Prior evaluation data and the Professional Practice and Professional Responsibilities Rubrics should guide teachers in this reflection. In addition, they will create a Professional Growth Plan by identifying three Professional Growth Goals for the year and identifying targeted development to meet these goals. The **Educator Professional Growth Plan** is located in on page 101.

Professional growth is most meaningful when educators take ownership of their own development. This approach stands in marked contrast to "one size fits all" professional development activities. When teachers assume a leading role in determining areas of focus for professional growth, they are more likely to feel accountable for achieving these goals because they are meeting their own professional needs. The Professional Growth Plan allows teachers and evaluators to work together to determine Professional Growth Goals that meet the needs of the individual educator as well as the needs of the school. The development of this plan should be related to available prior evaluation data, student learning data, and the school's priorities for teacher development. While the support and development process involves dialogue between teachers and their evaluators, the initial phase of the cycle is teacher-driven. The administrator's ability to foster the development of collegial relationships among the

⁴ Based on local collective bargaining agreements and district policies, some districts may designate other local educators to serve as primary evaluators.

teaching staff—focused on honest feedback, genuine support, and high expectations— will have a tremendous impact on the way this process is perceived throughout the learning community.



Before the Beginning-of-Year conference with each teacher, evaluators should review the teacher’s Professional Growth Plan and decide on any revisions that should be suggested based on the teacher’s past performance and individual development needs.

Each teacher will share their **Professional Growth Plan** with their evaluator prior to the Beginning-of-Year conference. During this conference, the evaluator will provide feedback on the teacher’s proposed goals. If the revisions are minor, the evaluator may wish to finalize them at this meeting. If substantial revisions are required, the teacher should prepare a second draft and share it with the evaluator within two weeks.

Professional Growth Plans

Each of the three evaluation conferences will be an opportunity to discuss the teacher’s Professional Growth Plan and his or her strategy to achieve the Professional Growth Goals in the plan. The best way to achieve great results in this process is to ensure the goals set by teachers are measurable, rigorous and relevant.

How to Support the Development of Strong Professional Growth Goals

- Prior to setting Professional Growth Goals, the educator should review any prior evaluation data and complete the **Teacher Self-Assessment Form** found on page 97 of this guide.
- Professional Growth Goals should align with competencies in the Teacher Professional Practice and Professional Responsibilities Rubrics and evaluation feedback. This will ensure that each goal is geared toward increasing teacher effectiveness.
- Good goals should be specific and measureable.
 - EX: “Plan for and conduct at least three department meetings and lead at least one professional development session” instead of “Become a teacher leader.”
- When possible, the evaluator should assist teachers with the development of action steps for each goal. What development opportunities already exist within the school that might help the teacher meet his or her goal? Can they observe or shadow teacher down the hall? Does the school have a library of resources that could be loaned to members of the staff?
- The evaluator should pay attention to the benchmarks in the Professional Growth Plan and how these align with the plan for any school-wide professional development. Will it be possible to monitor this teacher’s progress toward his or her goals? Are these realistic deadlines for the teacher?

Teachers who are rated as Developing or Ineffective at the end of the year will be placed on an Individual Development Plan and will work with an improvement team to assist them with their development over the course of the following year. An improvement team may consist solely of an educator’s evaluator, or of multiple people, depending on the educator’s needs and the school and district context. The teacher’s district will identify personnel actions that may occur if he or she does not adequately improve his or her performance. **The Educator Individual Development Plan** is found on page 108.

Teacher Professional Practice and Professional Responsibilities

Teacher Professional Practice

The Teacher Professional Practice Rubric describes the many competencies that define effective instruction. This rubric is based on the Rhode Island Professional Teaching Standards and was developed by a working group comprised of teachers, administrators, and other educators from across the state. The Teacher Professional Practice Rubric is not an observation tool or checklist. The Rubric describes the full range of instructional practice that a teacher should demonstrate throughout the year. All teachers will be evaluated on each competency of the rubric.

The Rhode Island Model groups the Professional Practices of effective teachers into four areas:

1. Planning and Preparation
2. Classroom Instruction
3. Classroom Environment
4. Assessment, Reflection, and Improvement

The **Teacher Professional Practice Rubric** (page 65) and the **Educator Professional Responsibilities Rubric** (page 73) will help teachers to identify both strengths and areas for development. Administrators seeking support for their teachers should keep in mind that job-embedded professional development, such as observing a colleague, being coached by an effective teacher in the same content area, or establishing professional learning communities, are all generally cost-effective ways to develop teachers without relying on external professional development. These job-embedded development opportunities can have a significant impact on teacher effectiveness.

Competencies in Domains 1 and 4 in the Teacher Professional Practice Rubric will require additional evidence outside of classroom observation in order to accurately assess them. At the Beginning-of-Year Conference, the evaluator and teacher will identify any sources of evidence the teacher will need to produce. It is the evaluator's responsibility to determine the exact process for collecting and submitting any evidence, and to discuss with teacher as part of the beginning of the year conference.

Teacher Professional Practice Rubric

The **Teacher Professional Practice Rubric** can be found on page 65. Details on scoring this rubric can be found in **Part Four** of this guide.

Educator Professional Responsibilities

The **Professional Responsibilities Rubric** (found on page 73) is identical for all educators. It focuses on the contributions educators make as members of their learning community, in addition to leadership or teaching practices. Building administrators and teachers will be evaluated on the same competencies in this area; however, they may provide different sources of evidence. Every educator has the opportunity and responsibility to contribute to positive and supportive culture focused on student achievement. All teachers will be evaluated on each competency of the rubric.

The Rhode Island Model groups the Professional Responsibilities of effective educators into four areas:

1. Collaborate and Contribute to the School Community
2. Believe in and Advocate for Students
3. Create a Culture of Respect
4. Exercise Professional Judgment and Development

Although the educators in a school building may work in very different capacities and roles, they abide by a common set of responsibilities for all education professionals. These professional values complement and enhance the instructional responsibilities of a teacher and the leadership responsibilities of a building administrator.

The Professional Responsibilities Rubric is based on the Rhode Island Professional Teaching Standards, the Rhode Island Educational Leadership Standards, and the Rhode Island Code of Professional Responsibilities. The rubric was developed by a working group comprised of teachers, administrators, and other educators from throughout the state.

As with Teacher Professional Practice, some of the competencies in the Professional Responsibilities Rubric will require collection of evidence in order to properly assess them.

Professional Responsibilities Rubric

The **Professional Responsibilities Rubric**, which applies to all educators, can be found on page 73. Details on scoring this rubric can be found in Part Four of this guide.

Collecting Evidence for Teacher Evaluation

During the Beginning-of-Year Conference, **the evaluator and teacher will clearly identify which sources of evidence will be used to evaluate the competencies on the Teacher Professional Practice and Educator Professional Responsibilities Rubrics**. Each rubric outlines possible sources of evidence that could be used to evaluate competencies in each domain. In most cases, the competencies can be observed through observations, but the evaluator should be clear about which sources of evidence should be collected or produced in order for the evaluator to fairly and accurately assess performance. It is the evaluator's responsibility to specify how this evidence should be collected and submitted (e.g. electronically or print format).

Throughout the course of the year, it is the teacher's responsibility to collect the sources of evidence using the following guidelines:

- All evidence collected should be clearly connected to the performance descriptors of one or more of the non-observable competencies in the Teacher Professional Practice Rubric and/or Educator Professional Responsibilities Rubric.
- One source of evidence could be used to demonstrate proficiency on more than one competency of the rubric. Overall, the compilation of evidence should be aligned to the competencies in the Teacher Professional Practice and Professional Responsibilities Rubrics.
- The focus of the evidence collection should be on quality rather than quantity. For example, all of the evidence collected should be able to fit neatly in a file folder (spreadsheet of progress monitoring data or a selection of student work). The discussion to identify sources of evidence should not take more than 30 minutes.
- Evidence should be collected throughout the course of the year.
- Educators may submit brief notes or explanations for why certain evidence has been submitted if they feel it may not be immediately clear to the evaluator.

A portion of the mid-year conference may be dedicated to reviewing some of the already collected sources of evidence, but all evidence should be reviewed prior to the End-of – Year Conference. Educators should submit any evidence to be discussed with their evaluator, no later than 24 hours prior to an evaluation conference. Evaluators should identify any additional evidence that needs to be collected and submitted by the teacher.

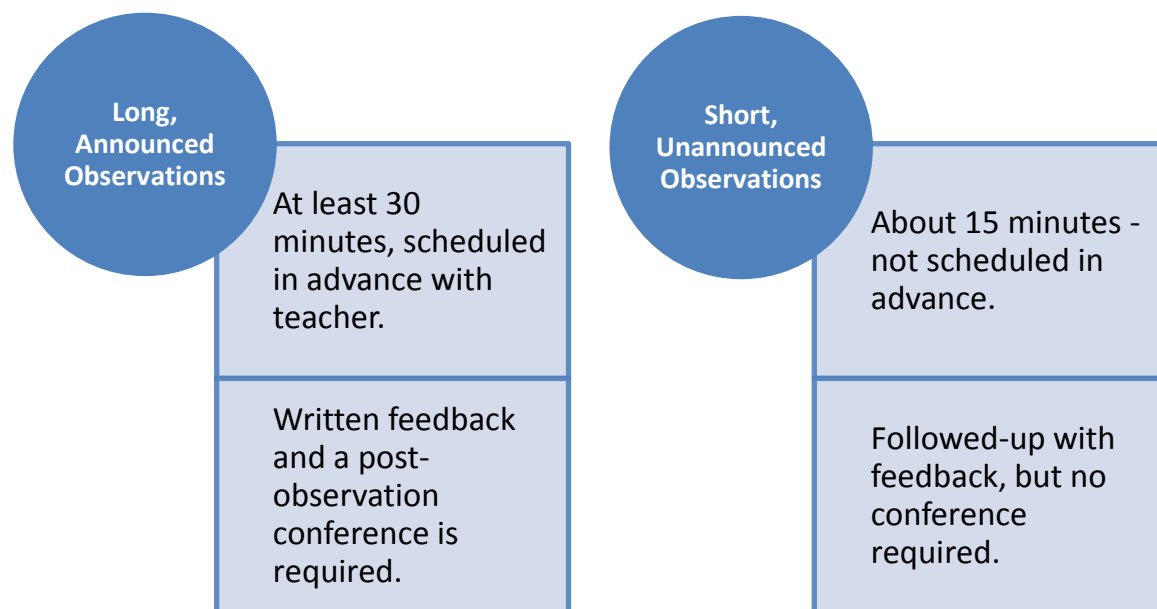
Observing Classrooms

Respectful two-way communication lies at the heart of any positive relationship. This is particularly true in dynamic learning communities, where the spirit of collaboration can become a natural element of the culture over time. This culture shift doesn't happen overnight, nor does it happen by accident. In most cases, it begins with a leadership commitment to changing the way we interact as education professionals.

School administrators serve as both instructional leaders and mentors. The Rhode Island Model encourages evaluators to be frequent visitors to the classroom, providing helpful advice that will boost teacher performance and improve the level of student achievement at the school. The guidelines in this section will help administrators conduct effective observations of faculty and provide constructive feedback.

Types of Observations

By using both long, announced observations and short, unannounced observations, the evaluator is able to develop a more accurate, holistic view of the teacher's practice.



Long, Announced Observations: Evaluators should schedule a long observation (at least 30 minutes in length) in advance with the teacher.

Each teacher should receive at least one long, announced observation in the first semester of the year, prior to the mid-year conference. Written feedback should be provided to the teacher within two to three school days of the observation. When possible, written feedback should be provided the same day as the observation.

Each announced observation should be accompanied by a post-observation conference, taking place within seven school days of the observation. During this conference, the teacher and evaluator will debrief the observation and discuss the written feedback and identified strengths and areas for improvement. The teacher and evaluator should also discuss how future observations can focus on identified areas of improvement or areas of practice that have not yet been observed. This conference will probably take around 20-30 minutes.

In the event a post-observation conference falls near a teacher's mid-year conference, the evaluator may choose to combine the post-observation conference into the mid-year conference, as long as this conference takes place no later than seven days after the long, announced observation. Additional guidance on observation and evaluation conferences can be found on page 36 of this guide.

Short, Unannounced Observations: Evaluators should visit for about 15 minutes.

Each teacher will receive several unannounced observations, which may be shorter than the required announced observation. A teacher should receive at least four total observations, including both longer, announced and shorter, unannounced observations. For instance, if a teacher receives one announced observation, he or she should also receive at least three (preferably four to six) unannounced observations. However, if he or she receives a second announced observation, there could be one fewer unannounced observation.

Unannounced observations do not require post-observation conferences but must be followed up with feedback from the evaluator. Additional observations of either type may be conducted (at the evaluator's discretion or teacher request.)



Timely Feedback Matters! If possible, evaluators should share feedback immediately -- it is less likely to be misinterpreted if teachers have a clear memory of the experience. Evaluators will reduce teacher anxiety, which increases as they wait for a response. Feedback provided in a timely manner allows teachers to incorporate the feedback and make adjustments to their work. Evaluators will also reduce their own stress by preventing a backlog of observation responses.

Delivering Useful Feedback

The goal of feedback is to help teachers to grow as educators. With this in mind, evaluators should be clear and direct, presenting their comments in a way that feels supportive while identifying strengths as well as areas for development. Even the most effective teachers can improve and deserve clear, constructive feedback.

Helpful Hints for Preparing and Delivering Feedback

Effective feedback is constructive, specific, encouraging and timely. Be aware that body language and facial expressions also convey distinct meaning.

1. Be specific. Mention concrete actions or behaviors.
2. Present feedback without delivering a personal opinion. (“I am seeing this happening in the classroom” vs. “I like it when I see you doing this in the classroom.”)
3. Use a warm and professional tone.
4. Provide a written record of the feedback, even if it has been spoken directly to the teacher. Archive a copy for the record; these documents will be needed when giving overall scores on Professional Practice and Professional Responsibilities at end of year.
5. Deliver feedback as soon as possible (within 24 hours is ideal).
6. Balance comments to highlight strengths as well as areas for development.
7. Prioritize areas of improvement to one or two items, as this will increase the likelihood they will be addressed.
8. Note questions about elements that weren’t clearly observed. In some cases, a question can inspire a teacher to reach their own conclusion through the process of reflection. Keep a record of the teacher’s questions and comments. Note any ideas the teacher has for targeted development and methods of support available.
9. To the extent possible, ground feedback in the competency language found in the Professional Practice and Professional Responsibilities Rubrics. For example, reference the teacher’s use of questioning techniques (competency 2B on the Teacher Professional Practice Rubric) or their use of procedures (competency 3A on the Teacher Professional Practice Rubric).
10. Discuss next steps the teacher can take to respond to the issues identified in the feedback; identify practices that will be looked for in future observations of the teacher.

Student Learning

Many parents' first question over the course of a school year is: "What should my child be learning and are they on track?" Most educators became teachers or administrators because of their own love of learning and desire to inspire students to become lifelong learners. Among all the responsibilities of educators, student growth and learning are the primary indicators of effectiveness. To meaningfully assess the performance of an educator or a school, one must examine the growth and achievement of their students, using multiple measures.

As with administrators, student learning measures used in teacher evaluations fall into two major categories: Student Learning Objectives and Rhode Island Growth Model results.

Across the country, effective teachers and school leaders plan for student growth and measure progress. They review state and national standards, measure students' starting points, give assessments aligned to those standards, and measure how much their students grow during the school year. These educators set learning goals for their students and use assessments to measure their progress toward these goals, adjusting their instruction accordingly along the way as data becomes available. Having these goals and assessments in place allows them to plan backward from their end vision of student success, ensuring that every minute of instruction is moving the school toward a common vision of achievement.

The Student Learning Objectives discussed in this section reflect this best practice; indeed, many teachers in Rhode Island are already setting standards-aligned goals for their students, planning backward to align their daily and weekly instruction with their long-term goals, and giving valid and rigorous assessments on an ongoing basis to measure student progress toward their goals.

Aligning Teachers' and School's Student Learning Objectives

In **Part Two** of this document the importance of setting Student Learning Objectives for the school to guide the efforts of school leaders is identified. The administrator's ability to meet these objectives will depend on the quality and rigor of the Student Learning Objectives set by their teachers, as well as the alignment between the school's big-picture objectives and the teachers' course/content-level objectives. Teachers will benefit from the administrator's leadership in setting Student Learning Objectives, especially in the first few years of the Rhode Island Model's implementation. In addition, a separate Student Learning handbook will be released containing additional examples of Student Learning Objectives for a variety of grades and subjects.

At the start of the school year, the administrator should facilitate teams of teachers in each grade-level/content area in the school as they determine Student Learning Objectives for their courses and grade-levels. Each teacher will set two to four Student Learning Objectives for their students, depending in part on the variety of courses/content taught. As part of the two to

four Student Learning Objectives, each teacher can modify or identify different Student Learning Objectives based on the needs of individual students or groups of students. The evaluator's role is to ensure that Student Learning Objectives are of uniformly high quality across grade-level and content areas, with rigorous, quantifiable targets set for student performance based on high-quality sources of evidence. Examples of Student Learning Objectives can be found on pages 90-91.

Rhode Island Model: Guide to Student Learning Objectives

As the instructional leaders of the school, administrators will be a resource to their teachers as they learn how to set high-quality Student Learning Objectives. To support administrators in this role, a forthcoming guide for Student Learning Objectives will contain more detailed instructions for leading teacher teams through the process of setting Student Learning Objectives. The guide will contain examples of course-level objectives and instructions for scoring them at the end of the school year. It will be distributed during summer training sessions on Student Learning Objectives.

Student Learning Objectives: Using Teacher Teams to Set Objectives

One of the best ways to ensure teachers' Student Learning Objectives are both aligned to the school-wide Student Learning Objectives and comparable across different classrooms is to effectively use grade level/department teams in the process of setting objectives and determining sources of evidence.

1. Building administrators finalize school-wide Student Learning Objectives prior to the start of the year and align them with district priorities and the School Improvement Plan.
2. Prior to the start of the year, building administrators share the school-wide Student Learning Objectives with their staff and review them in detail with teacher-leaders (department chairs, grade level chairs, etc.).
3. Building administrators identify any district-wide assessments and school-wide assessments that must be used to measure student learning. Staff should be made aware of these assessments and have appropriate access to the tools, as well as any necessary training on how to use them.
4. Building administrators communicate with teacher leaders before the start of the school-year about the process for setting Student Learning Objectives and work with them to schedule grade level/department meetings at the very beginning of the school year (preferably before the year starts). If possible, these meetings should be staggered to allow the building administrator (or an assistant principal, if applicable) to attend all or nearly all of the meetings.
5. The goals of each grade level/department meeting should be to:
 - a. Determine the priority standards and skills (and ensure they are aligned with school-wide Student Learning Objectives, School Improvement Plans, district priorities, etc.).
 - b. Determine common objectives based on these standards and skills.
 - c. Determine common ways of measuring student learning – the sources of evidence for each objective (if common assessments do not already exist, teacher teams may work together to create them).
 - d. Determine baselines for each source of evidence by examining prior student learning data (if prior data is unavailable, teachers may look to other sources of evidence to inform targets or a pre-test may be administered early in the school year).*
 - e. Determine what a “rigorous” target is for each objective (e.g., “20 points of growth from the baseline”).
6. Teachers use information from these team meetings to finalize their own Student Learning Objectives.

* Student Learning Objectives based on mastery rather than progress may not require a baseline

Rhode Island Growth Model Results

In addition to Student Learning Objectives designed by the teacher and evaluator as part of the development and evaluation process, teachers of reading or mathematics in grades 3 through 7 will also be evaluated on their students' growth on the NECAP ELA and mathematics assessments, as compared to students with a similar academic score history. Growth model scores will not be available until the 2012-2013 school year. These scores will be generated by the Rhode Island Growth Model (RIGM) and supplied to evaluators by the Rhode Island Department of Education. The evaluator will insert a teacher's growth model score into the Student Learning matrix to calculate teachers' Student Learning ratings, as described in **Part Four** of this guidebook.

More information on the Rhode Island Growth Model is available at:

<http://www.ride.ri.gov/assessment/RIGM.aspx>.

How Are Student Growth Model Results Calculated?

Two consecutive data points (e.g., a student's test scores from his/her grade 4 and grade 5 NECAP math tests) are needed for the RIGM. Each student's growth is compared to that of his or her *academic peers*. Academic peers are all students **statewide** with a similar NECAP score history, regardless of student demographics or program information (e.g., race/ethnicity, SES, IEP, LEP). The student's growth is measured as a percentile from 1-99, with higher values indicating more growth relative to academic peers. For example, a student with a **Student Growth Percentile (SGP)** of 90 showed more growth than 90% of his or her academic peers. With the RIGM, a student can have a high SGP even when performance is not yet at a proficient level.

How Are Administrator and Teacher Scores Calculated?

For a group of students (e.g., in a classroom or school), SGP data can be aggregated (summarized) to determine the median SGP of the group of students. To do so, all tested students' SGPs are arranged in order (e.g., 1-99) to determine the median SGP, which is most representative of the school. The median SGP is the point at which half of the students' SGPs are above and half are below. For example, the median SGP in the sample roster below would be 25.

Student SGP		
Emily	5	
Peter	14	
Sam	25	← Median SGP
Elizabeth	51	

Conferences

Conferences represent an opportunity to promote dialogue around the subject of continuous improvement. If this is a new experience for administrators or their teachers, it may feel somewhat awkward at first. With time, however, these conferences can enliven two-way discussion around ways to effectively guide students toward greater achievement. School leaders who place a priority on effective conferencing will likely see the benefits in an improved culture of respect and collaboration.

Evaluation Conferences

The year-long evaluation system is anchored by three evaluation conferences: a Beginning-of-Year conference, a Mid-Year conference, and an End-of-Year conference to review progress and determine a final effectiveness rating. The three evaluation conferences are all one-on-one conversations with individual teachers, as this will be a time to discuss the teachers' strengths and areas for improvement, as well as their past and present performance. This approach promotes honest, candid discussions while respecting teacher privacy.

Observation Conferences

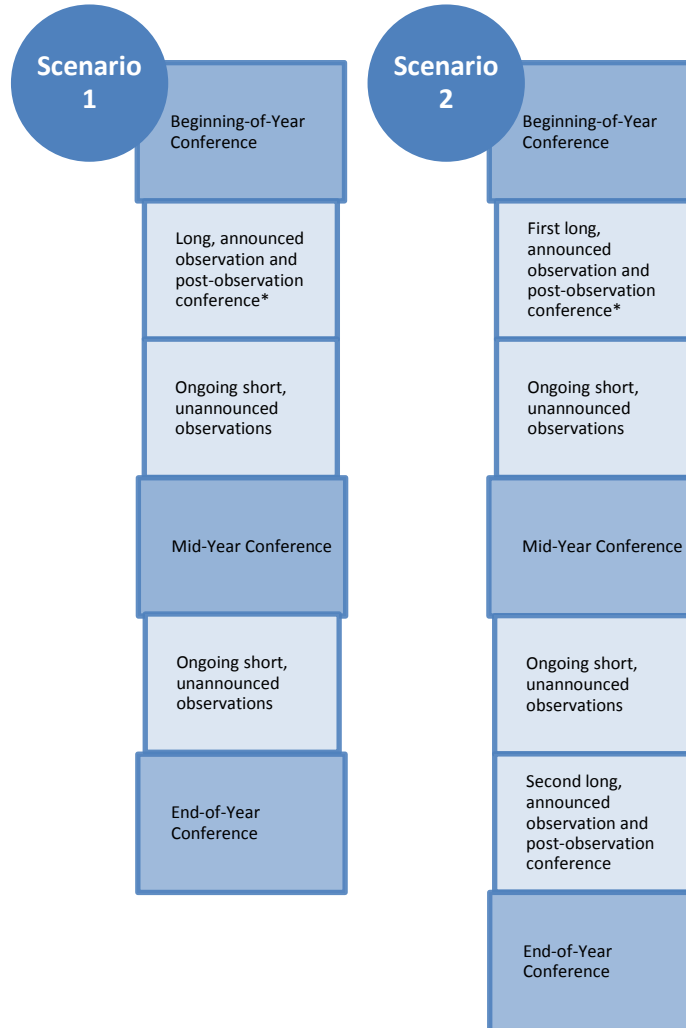
Observation conferences (pre or post) are specifically focused on classroom observations. Post observation conferences are required for every long, announced observation, but are not required for short, unannounced observations. Post observation conferences should provide the evaluator and evaluatee with an opportunity to discuss the lesson observed, evidence collected, and identified strengths and areas for improvement. Pre-observation conferences can help set the context for an observation, but are not required.

Scheduling Conferences

Evaluators will need to plan ahead to schedule three evaluation conferences for each of the teachers under their supervision (at the beginning, middle and end of year). In addition, evaluators should allow for preparation time in advance of each meeting and time for reflection and documentation after each meeting. Likewise, teachers must build these conferences into their own schedules and will need to know about each meeting well in advance.

There may be opportunities to combine an observation conference with an evaluation conference. For example, evaluators may combine the mid-year conference with a pre or post observation conference as long as the combined conference takes place within five to seven school days of the observation. The scenarios on the following page outline two potential conference schedules.

Conference Schedule Scenarios



**Post-conference may be included as a part of Mid-Year Conference if timing allows.*

Preparing for Evaluation Conferences

These guidelines will help evaluators prepare for each of the three evaluation conferences with the teachers under their supervision.

After each conference, the evaluator should allot time to record basic information such as the teacher's name, as well as the date and time of the conference. The evaluator should also write a brief synopsis of the topics covered and any conclusions reached or commitments made through the course of the discussion. There is a place for this summary on the form, or the evaluator may record it in another format that is convenient.

Beginning-of-Year Conferences:

Review and approve each teacher's draft Student Learning Objectives and Professional Growth Plan.

Prior to the Beginning-of-Year Conference:

The **teacher** should:

- ☐ Complete the Teacher Self-Assessment Form.
- ☐ Complete the Professional Growth Plan Form.
- ☐ Collect and analyze relevant student learning data.
- ☐ Complete the Student Learning Objective Form.
 - If a teacher-created assessment is being used for the Student Learning Objectives, a copy of the assessment and any relevant scoring guide/rubric should be provided to the evaluator.
- ☐ Provide copies of the above to the evaluator at least 48 hours in advance of the conference (2 school days).

The **evaluator** should:

- ☐ Review the teacher's Professional Growth Plan.
- ☐ Review the teacher's Student Learning Objectives and any relevant student learning data (and assessment, if applicable).
- ☐ Consult the Professional Practice and Professional Responsibilities Rubrics and make note of any evidence that the teacher will need to collect as part of his or her evaluation, as well as the process for submitting. (To save time and ensure consistency, the evaluator can make a "master list" for all teachers in the building outlining the building-specific sources of evidence expected of all teachers).

During the Beginning-of-Year Conference:

1. Review and discuss the teacher's Professional Growth Plan.
 - a. If necessary, make any adjustments to the Professional Growth Goals in the Professional Growth Plan -- their timelines, action steps, or evidence sources. The changes can be made on the template itself and updated immediately after the conference.
2. Review and discuss the relevant student learning data and Student Learning Objectives.
 - a. If necessary, make any adjustments to the Student Learning Objectives-targets or sources of evidence (e.g., assessments).
3. If changes do not need to be made to the Professional Growth Plan or Student Learning Objectives, the evaluator may approve both by signing each document. If changes need to be made, the teacher should make the changes and return the updated documents to the evaluator within 48 hours of the conference. The evaluator should then approve the revisions immediately (if acceptable) and return copies to the teacher.
4. Establish clear next steps for the evaluator and teacher after the conference.
5. If appropriate, discuss upcoming long, announced observation.

After the Beginning-of-Year Conference:

- ☐ If any changes needed to be made to Professional Growth Plan, those changes should be made by the teacher and the revised plan returned to the evaluator within 48 hours (2 school days) for approval.
- ☐ If any changes needed to be made to Student Learning Objectives, those changes should be made by the teacher and the revised forms returned to the evaluator within 48 hours for approval. The evaluator should review them immediately and approve the changes if they are acceptable.

Mid-Year Conferences:

Review student learning data supplied by the teacher, and evidence of non-observable competencies and available information on progress toward Professional Growth Goals.

Prior to the Mid-Year Conference:

The **teacher** should:

- ☐ Collect all interim student learning data related to the sources of evidence for Student Learning Objectives and submit this data to the evaluator 48 hours before the conference.
- ☐ Review Professional Growth Plan and Self-Assessment.
- ☐ Submit any sources of evidence that will allow the evaluator to assess non-observable competencies.

The **evaluator** should:

- ☐ Review the teacher's Professional Growth Plan.
- ☐ Review any feedback delivered to the teacher as well as observation notes.
- ☐ Examine all available student learning data and determine if any changes are necessary to Student Learning Objectives.
- ☐ Determine, based on available data, if the educator is in danger of being rated as Developing or Ineffective. If this is the case, be prepared to discuss revisions to the teacher's Professional Growth Plan.

During the Mid-Year Conference:

1. Review and discuss the teacher's Professional Growth Plan. Agree on any adjustments to his or her Professional Growth Goals, if they are necessary (adjustments should be made if goals have already been met, action steps are out of sync with the goal, new development priorities emerge, etc.).
2. Review all available student learning data and reexamine the Student Learning Objectives and determine if adjustments should be made (adjustments may be made if objectives have already been met, are far too ambitious, new data is available, class compositions have changed significantly, etc.). All Student Learning Objectives should be "locked" (no more changes made) by mid-February.
3. Discuss any evidence of competencies submitted by the teacher.
4. End the conference by discussing strategies to improve on the key areas for development and, if necessary, schedule a follow-up observation.
5. If appropriate, discuss recent or upcoming long, announced observation.

As a result of the mid-year conference, every educator should have a clear sense of his or her potential effectiveness rating, based on evidence collected to date. It is especially important that teachers who are on track to be rated Developing or Ineffective be made aware of their potential rating.

End-of-Year Conferences:

Review student learning data, including the results of summative assessments, and determine scores for Student Learning Objectives. This will help the evaluator to focus questions on areas where improvement may be needed. Review available information on progress toward Professional Growth Goals as well as remaining evidence that supports the evaluation of non-observable competencies.

Prior to the End-of-Year Conference:

The **teacher** should:

- ☐ Collect all student learning data related to the sources of evidence for Student Learning Objectives and record this data on the Student Learning Objective Form.
- ☐ Submit remaining evidence.
- ☐ Submit the final Student Learning Objective Form 48 hours before the year-end conference.
- ☐ Review Professional Growth Plan and Self-Assessment.
- ☐ Review any post-observation feedback.
- ☐ Review the Teacher Professional Practice and Professional Responsibilities Rubric.

The **evaluator** should:

- ☐ Review the Teacher Professional Practice and Professional Responsibilities Rubric.
- ☐ Review the teacher's Professional Growth Plan.
- ☐ Review any feedback delivered to the teacher as well as observation notes.
- ☐ Determine an overall Teacher Professional Practice and Professional Responsibilities rating (see page 44 for detail on how to score using each rubric).
- ☐ Examine all available student learning data and determine an overall Student Learning Objective score using the Student Learning Objective Scoring Rubric.

During the End-of-Year Conference:

1. Review and discuss the teacher's Professional Growth Plan, setting the stage for a professional conversation about the teacher's overall performance.
2. Share the overall Teacher Professional Practice and Professional Responsibilities scores, along with any rationale and summative feedback.
3. Review the student learning data and share the overall Student Learning Objective Score, along with any rationale and summative feedback.
4. The evaluator should discuss the conference form with the teacher, pausing to answer any questions and soliciting feedback from the teacher on his or her performance. This conversation is intended to provide the teacher with a concrete picture of his or her strengths and areas for development based on all available evidence.
5. End the conference by discussing strategies to improve on the key areas for development and/or future Professional Growth Goals (these may be similar).

After the End-of-Year Conference:

- ☐ Make copies of all forms.
- ☐ Follow district guidelines/protocols for reporting teacher evaluation ratings.

Organization Tips for Evaluators

Building administrators will become the in-house experts on the Rhode Island Model in each district and the primary point of contact for information on the system within their schools. RIDE has designed a series of training sessions for school administrators to simplify the task of orienting teachers to the model. The better teachers understand the Rhode Island Model, the more comfortable they will feel as they navigate the process of developing Professional Growth Goals for the Professional Growth Plan and Student Learning Objectives. Teachers will also have a Teacher's Guide to help them stay on track throughout the year, and a growing menu of learning and support tools available on RIDE's website at <http://www.ride.ri.gov/EducatorQuality/EducatorEvaluation>.

From an administrative perspective, one of the most important aspects of this process is advance planning. Administrators will drive this process by developing their own Professional Growth Plan and school-wide Student Learning Objectives during the summer. It's crucial for administrators to maintain a high degree of collaboration with their staff in the development of the school-wide Student Learning Objectives. Once the school-wide Student Learning Objectives are set, it is important to communicate this information to teachers before the school year begins, as well as expectations for how teachers should align their Student Learning Objectives to those of the school.

Another key planning step is creation of the administrator's yearly calendar, which should take place as early as possible. Administrators should map out their own responsibilities as an evaluator and coordinate with staff in the building who may assist with evaluation activities to build their activities into the calendar as well. It's important to allot sufficient time for observations, conferences, and, if applicable, school-wide professional development activities. This will increase the administrator's ability to manage the development and evaluation process in combination with his or her other administrative duties. This sample timeline of evaluation responsibilities provides a sense of the time commitment required to fulfill these tasks.

<i>Timeline of Evaluation Responsibilities</i>	
Prior to beginning of school year	<ul style="list-style-type: none">• Work with district to determine what assessments are already available for each grade level/content area/course.<ul style="list-style-type: none">○ Consider what learning should come out of each classroom/course and what curricula are in place.• Structure teacher teams for the purpose of developing common assessments (if necessary/possible) and setting Student Learning Objectives together. Sitting in on department team meetings will allow the administrator to preview the work teachers are doing before the Beginning-of-Year Conferences, and better anticipate each teacher's Student Learning Objective.• Create plan for instructional leadership – populate calendar with tentative dates for observations and conferences as well as any dates for school-wide professional development activities or other meetings.

	<ul style="list-style-type: none"> Use plan to create a year-long calendar for the entire staff that includes important evaluation deadlines, common professional development time, faculty and department meetings, holidays, vacations, early release days or other events that affect the school.
September	<p>Beginning-of-Year conferences with each teacher</p> <ul style="list-style-type: none"> Approve Student Learning Objectives. <ul style="list-style-type: none"> <i>For courses/content where external assessments are not available, review and approve teacher-created classroom-level assessment(s) and scoring materials, revising as necessary.</i> Approve Professional Growth Plan. Log conferences. Begin to draft broad timeline of observations.
September - December	Conduct at least two observations per teacher, provide feedback, and log observations. One of these observations should be longer and announced.
January	<p>Mid-Year conferences with each teacher</p> <ul style="list-style-type: none"> Review mid-year student learning data, adjusting Student Learning Objectives if necessary. Review observation data collected and feedback shared to date. Review any available evidence for non-observable competencies in the Teacher Professional Practice and Professional Responsibilities Rubric. Review Professional Growth Plan, adjusting if necessary. Log conferences.
February - May	Conduct remaining balance of required observations, provide feedback, and log observations.
May	<p>Prepare for End-of-Year conferences with each teacher</p> <ul style="list-style-type: none"> Request the following information from each teacher: <ul style="list-style-type: none"> Any remaining sourced of evidence related to non-observable competencies in the Teacher Professional Practice and Professional Responsibilities Rubrics. Final results and scores for each source of evidence related to Student Learning Objectives. Review the Professional Growth Plan. Review End-of-Year student learning data (& growth model results, if applicable)⁵ and use the Student Learning Objective Scoring Rubric to assign Student Learning Objective scores. Assign scores on TPP & PR rubrics. Calculate final effectiveness ratings and prepare feedback for the conferences that includes both strengths and areas of development. Conduct End-of-Year conferences with each teacher. Log information from conferences.
June	<ul style="list-style-type: none"> Ensure all evaluation results have been submitted to appropriate district personnel. Reflect on the past year of leadership and begin considering next year's Student Learning Objectives and Professional Growth Goals for school and teachers.

⁵ Growth Model scores will not be available in school year 2011-2012

PART FOUR:

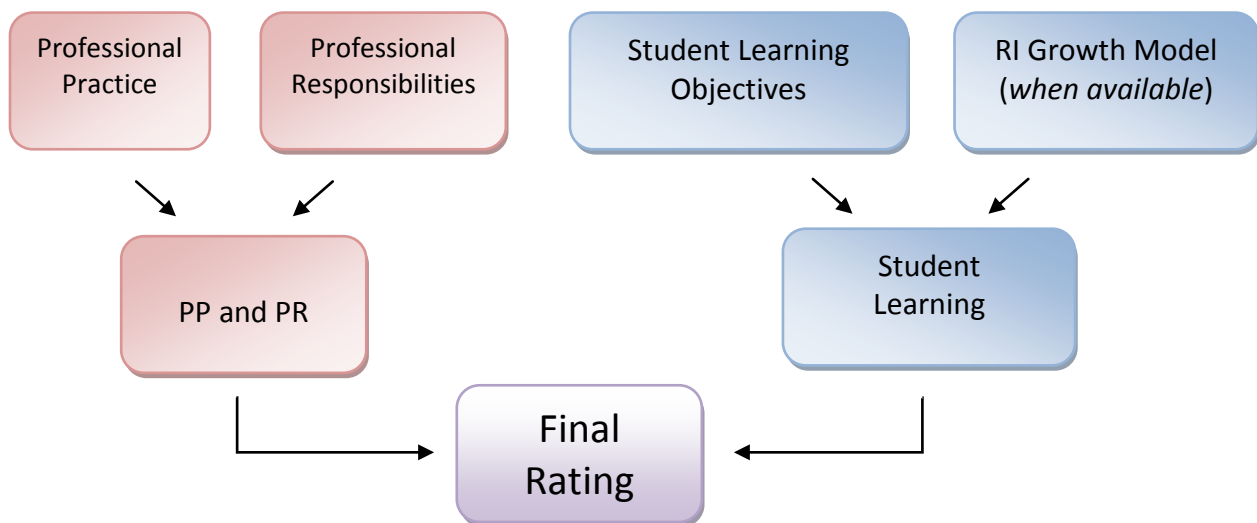
Calculating a Final Effectiveness Rating

The final effectiveness rating for both building administrators and teachers will combine the results of the Student Learning score with the results of the individual's scores in Professional Practice and Professional Responsibilities. Educators will receive one of four final effectiveness ratings:

- **Highly Effective (H)**
- **Effective (E)**
- **Developing (D)**
- **Ineffective (I)**

The chart below shows how the scores for Professional Practice, Professional Responsibilities, Student Learning Objectives, and (when applicable) the Rhode Island Growth Model combine to produce the final effectiveness rating. The section that follows explains how to use a series of matrices to calculate this rating.

Components of Final Effectiveness Rating



Calculating Ratings for Professional Practice and Professional Responsibilities

Building administrators will need to calculate final effectiveness ratings for their teachers, and in some cases, for assistant principals and other building administrators under their supervision. Understanding this process will increase the administrator's awareness of how their own effectiveness rating will be calculated by their evaluator.

These guidelines will help to establish fair and accurate ratings using the Professional Practice and Professional Responsibilities Rubrics for both teachers and building administrators:

- Evaluators should refer to all available data related to the educator's performance over the course of the year, including any evidence, observation notes, and written feedback they have provided.
- Review performance descriptors for each Professional Practice competency. Based on the year-long consideration of these rubrics as they apply to specific teachers, select the level which best describes the educator's performance. Each performance level has an assigned point value.
- Add the scores for each competency to get a total for each rubric.
- Divide the total score for each rubric by the number of competencies.
 - Teacher Professional Practice Rubric = 21 competencies
 - Administrator Professional Practice Rubric = 12 competencies
 - Professional Responsibilities Rubric = 10 competencies
- Use the following bands of scores to arrive at a rating for the Teacher Professional Practice and the Administrator Professional Practice rubrics:
 - Exemplary = 3.50 – 4.00
 - Proficient = 2.50 – 3.49
 - Emerging = 1.50 – 2.49
 - Unsatisfactory = 1.00 – 1.49
- Use the following bands of scores to arrive at a rating for the Professional Responsibilities Rubric (Teachers & Administrators):
 - Exceeds Expectations = 2.50 – 3.00
 - Meets Expectations = 1.50 – 2.49
 - Does not meet expectations = 1.00 – 1.49

The scores for Professional Practice and Professional Responsibilities will be inserted into a matrix to produce a combined score referred to as "PP and PR," as demonstrated on page 49.



Educators who receive a score of 1 on any competency on a rubric are not eligible to receive the highest overall rating on that rubric (“Exemplary” for Professional Practice or “Exceeds Expectations” for Professional Responsibilities). If this is the rating they would have received based on the scoring protocol, the teacher must automatically receive the next lowest rating.

Calculating a Student Learning Rating

Administrator and teacher Student Learning Objectives will be scored using the same methodology and rubric. Each educator’s evaluator will:

1. Examine all available student learning data for each source of evidence and determine the extent to which it shows students meeting, exceeding, or falling short of set targets.
2. If different sources of evidence for one objective contradict each other, give more consideration to the higher-quality, more objective source of evidence.
3. Look holistically at the overall picture of student learning presented across the student learning objectives and their evidence as you determine an overall student learning rating in line with the scoring rubric on the following page. Where appropriate, school leaders should draw on their own expertise and apply common sense; for instance, if there is reliable evidence that most of a teacher’s students made great leaps in their learning, that teacher should receive a higher score, even if they technically fell short of very ambitious targets.

Student Learning Objectives Scoring Rubric

Evaluators should informally rate each Student Learning Objective on the original Student Learning Objective Teacher Form. Then evaluators should use those ratings to inform an overall or holistic rating using the categories and descriptors below. These descriptors are to be used as a guide, though the evaluator should also use their own judgment to determine the appropriate rating. As the evaluator is reviewing the evidence, they can consider the relevance of the content, rigor of target(s), and quality of evidence, particularly in a case in which some Student Learning Objectives were met and others were not. This overall rating will be factored into the Student Learning matrix.

DRAFT

<i>Student Learning Objectives Scoring Rubric</i>	
Exceptional Attainment of Objectives	Evidence indicates exceptional student mastery or progress. All Objectives are exceeded. This category is reserved for the educator who has surpassed expectations described in their Student Learning Objectives and/or demonstrated an outstanding impact on student learning.
Full Attainment of Objectives	Evidence indicates superior student mastery or progress. All Objectives are met. This category applies to the educator who has fully achieved the expectations described in their Student Learning Objectives and/or demonstrated a notable impact on student learning.
Considerable Attainment of Objectives	Evidence indicates significant student mastery or progress. Most Objectives are met. If Objective was not met, evidence indicates that it was nearly met. This category applies to the educator who has nearly met the expectations described in their Student Learning Objectives and/or who has demonstrated a considerable impact on student learning.
Partial Attainment of Objectives	Evidence indicates some student mastery or progress. Educator may have met or exceeded some Objectives and not met other Objectives. Educator may have nearly met all Objectives. This category applies to the educator who has demonstrated an impact on student learning, but has not met the expectations described in their Student Learning Objectives.
Minimal or No Attainment of Objectives	Evidence indicates little student mastery or progress. Objectives are not met. This category applies to the educator who has not met the expectations described in their Student Learning Objectives and has not demonstrated a sufficient impact on student learning. This category also applies when evidence of Objectives is missing, incomplete, or unreliable or when the educator has not engaged in the process of setting and gathering evidence for Student Learning Objectives.

An educator's Student Learning Objective score will be combined with their growth model score (if applicable) to determine their overall student learning rating. An example of how this works can be found in step six of the following section, **Combining Scores to Determine Final Effectiveness Rating**.

For further detail on scoring Student Learning Objectives, consult the forthcoming **Guide to Student Learning Objectives**.

Combining Scores to Determine Final Effectiveness Rating

The final effectiveness rating for all educators will be calculated using the same series of matrices. Evaluators will follow these steps:

➤ Step 1: Assign Professional Practice Score

Using the Professional Practice Rubric, assign an overall Professional Practice score of “Exemplary,” “Proficient,” “Emerging,” or “Unsatisfactory.”

➤ Step 2 – Assign Professional Responsibilities Score

Using the Professional Responsibilities Rubric, assign an overall Professional Responsibilities score of “Exceeds Expectations,” “Meets Expectations,” or “Does Not Meet Expectations.”

➤ Step 3 – Combine Professional Practice and Professional Responsibilities to form “PP and PR” Rating

Use the matrix pictured below to determine the PP and PR rating, on a scale of 1 to 4. In the example below, the educator received a Professional Practice rating of “Emerging” and a Professional Responsibilities rating of “Meets Expectations.” These combine to form a PP and PR score of 2.

PP and PR Matrix

Matrix used for all educators

		Professional Practice			
		Exemplary	Proficient	Emerging	Unsatisfactory
Professional Responsibilities	Exceeds Expectations	4	3	2	2
	Meets Expectations	4	3	2	1
	Does Not Meet Expectations	3	2	1	1

➤ **Step 4: Determine Score**

Rate the educator's Student Learning Objectives, using the instructions and rubric from the preceding section. More guidance on scoring Student Learning Objectives will be found in the forthcoming **Guide to Student Learning Objectives**.

➤ **Step 5: Determine Rhode Island Growth Model Score** (when applicable)

Beginning in 2012-2013, school-level administrators and teachers serving NECAP-tested students in grades 3-7 and subjects (ELA and mathematics) will receive a growth model score of "Low Growth," "Typical Growth," or "High Growth." In year one of implementation, the Student Learning Objective Score will be the overall Student Learning Score.

➤ **Step 6: Combine Student Learning Objective and Growth Model Scores**

Where applicable, the Student Learning Objective score will be combined with a Rhode Island Growth Model score using the matrix pictured below. For example, if an educator received a Student Learning Objective score of "Full Attainment" and a Growth Model score of "Typical Growth", these two scores would combine to produce an overall Student Learning Rating of 4. For teachers without a Rhode Island Growth Model Score, their Student Learning Objective Score will be their overall Student Learning Score.

Student Learning Matrix

		Student Learning Objectives				
		Exceptional Attainment	Full Attainment	Considerable Attainment	Partial Attainment	Minimal/No Attainment
Growth Model	High Growth	5	5	4	3	
	Typical Growth	5				1
	Low Growth	4	3	2	1	1

The Rhode Island Growth Model will not be used for ratings in school year 2011-2012

➤ **Step 7: Determine Final Effectiveness Rating**

The PP and PR rating and Student Learning rating will be combined in the matrix pictured below to establish the final effectiveness rating. In this example, the educator received a Student Learning rating of 4 and a PP and PR rating of 2, which result in a final effectiveness rating of “Effective.”

Calculating the Final Effectiveness Rating

		Professional Practice			
		Exemplary	Proficient	Emerging	Unsatisfactory
Professional Responsibilities	Exceeds Expectations	4	3	2	2
	Meets Expectations	4	3	2	1
	Does Not Meet Expectations	3	2	1	1

		Student Learning Objectives				
		Exceptional Attainment	Full Attainment	Considerable Attainment	Partial Attainment	Minimal/No Attainment
Growth Model	High Growth	5	5	4	3	2
	Typical Growth	4	4	3	2	1
	Low Growth	4	3	2	1	1

		STUDENT LEARNING				
		5	4	3	2	1
PP x PR	4	H	H	E	E*	D*
	3	H	E	E	D	I*
	2	E*	E	D	D	I
	1	D*	D*	D	I	I

The Rhode Island Growth Model will not be used for ratings in school year 2011-2012

Key

H = Highly Effective

E = Effective

D = Developing

I = Ineffective

**Ratings in any of these cells will trigger an immediate review.*

Glossary

For terms and acronyms used in the Rhode Island Model Educator Evaluation System

Academic Peers: All students statewide with a similar NECAP score history.

Advisory Committee for Education Effectiveness Systems (ACEES): A committee comprised of parents, students and educators from around the state charged with advising RIDE on the design of the RI Model.

Common Core Standards: The Common Core State Standards, adopted by the Board of Regents in July 2010, define the knowledge and skills students should have within their K-12 education careers so that they will graduate from high school able to succeed in college, careers and life. The Standards were developed as a state-led effort of 48 states, 2 territories and the District of Columbia and coordinated by the National Governors Association and Council of Chief State School Officers. The standards were developed in collaboration with teachers, school administrators and education experts.

Complementary Evaluator: An evaluator who, in designated cases, may supplement the work of a primary evaluator by conducting observations, providing feedback or gathering evidence and artifacts of student learning. Primary evaluators will have sole responsibility for assigning evaluation ratings.

District Evaluation Committee: Oversees the implementation of educator evaluation in each local school system and ensures that the system is fairly and accurately administered.

Full Implementation: Complete implementation of the system in all districts, which will take place in 2012-2013 school year. Also refers to those districts implementing the system in full during the Gradual Implementation phase of the roll-out during the 2011-2012 school year.

Grade Level Expectations (GLEs): In response to the federal No Child Left Behind Act (NCLB), Rhode Island partnered with Vermont and New Hampshire to develop Grade Level Expectations (GLEs) and to design the New England Common Assessment Program (NECAP).

Grade Span Expectations (GSEs): Grade Span Expectations represent content knowledge and skills that have been introduced instructionally at least one to two years before students are expected to demonstrate proficiency in applying them independently.

Gradual Implementation: A phased-in implementation of the Rhode Island Model Educator Evaluation System during the 2011-2012 school year.

Intermediary Service Providers (ISPs): RIDE-trained part-time personnel, most of whom are retired principals or veteran educators, who will lead training for school-based and central office administrators on the evaluation system. During the school year, they will support districts, schools, administrators and educators with on-the-ground evaluation system implementation on an optional basis.

Job-Embedded Professional Development: Learning that occurs as educators engage in their daily work activities, through a process that focuses on strategic improvement and reflection which results in enhancement of existing abilities, knowledge, or skills. It can be both formal and informal and includes, but is not limited to, discussion with others, instructional coaching, peer coaching, mentoring, study groups and action research.

New England Common Assessment Program (NECAP): A series of reading, writing, mathematics and science achievement tests, administered annually, which were developed in response to the Federal No Child Left Behind Act. It is collaborative project of the New Hampshire, Rhode Island and Vermont departments of education, with assistance from the National Center for the Improvement of Educational Assessments. Measured Progress, an assessment contractor from Dover, New Hampshire, coordinates production, administration, scoring and reporting. The NECAP tests measure students' academic knowledge and skills relative to Grade Expectations which were created by teams of teachers representing the three states. Student scores are reported at four levels of academic achievement; Proficient with Distinction, Proficient, Partially Proficient and Substantially Below Proficient. Reading and math are assessed in grades 3-8 and 11, writing is assessed in grades 5, 8 and 11, and science is assessed in grades 4, 8 and 11. The reading, math and writing tests are administered each year in October. The science tests are administered in May.

Observation: The Rhode Island Model's development and evaluation process for teachers calls for a series of classroom observations by the teacher's evaluator, including longer, announced observations and a shorter, unannounced observations. For administrators, observations consist of school visits from the superintendent or his/her designee.

Primary Evaluator: The person chiefly responsible for evaluating a teacher or administrator.

Professional Growth Goals: These goals, identified through the Self-Assessment and reviewing prior evaluation data, are the focus of the teacher's or administrator's Professional Growth Plan over the course of the year. Each goal will be specific and measurable, with clear benchmarks for success.

Professional Growth Plan: The individualized plan for educator professional development based on the Self-Assessment and prior evaluation data. Each plan consists of Professional Growth Goals and clear action steps for how each goal will be met.

Professional Practice Rubric: For teachers, this rubric measures the many elements of effective instruction. For administrators, the rubric measures the leadership skills which build high-performing schools. Available ratings include: Exemplary, Proficient, Emerging, or Unsatisfactory.

Professional Responsibilities Rubric: This rubric measures the professional values that all Rhode Island educators are expected to exhibit, separate from the instructional responsibilities of a teacher or the leadership responsibilities of an administrator. Available ratings include: Exceeds Expectations, Meets Expectations, or Does Not Meet Expectations.

Rhode Island Code of Professional Responsibilities: Developed by a working group comprised of teachers, administrators, and other educators from throughout the state. These standards, along with the Rhode Island Educational Leadership Standards, were used to develop the Professional Responsibilities Rubric.

Rhode Island Educational Leadership Standards: Developed by a working group comprised of teachers, administrators, and other educators from throughout the state. These standards, along with the Rhode Island Code of Professional Responsibilities, were used to develop the Professional Responsibilities Rubric.

Rhode Island Educator Evaluation System Standards: Developed by RIDE in 2009 to help school districts build rigorous, fair and accurate educator evaluator systems. These standards were guided by research as well as recommendations from the Consortium for Policy Research in Education and from the Rhode Island Urban Education Task Force.



Rhode Island Growth Model: This growth rating is one of two methods used to measure Student Learning. The other method is Student Learning Objectives. For teachers, the RI Growth Model rating is calculated by measuring the progress of students in a teacher's class to students throughout the state who have the same score history (their academic peers). To increase the accuracy and precision of this growth rating, the score will reflect two years' worth of assessment data. For administrators with available Rhode Island Growth Model results, this score will be combined with the student learning objective score using a matrix similar to the one used for teachers.

Rhode Island Professional Teaching Standards: Developed by a working group comprised of teachers, administrators, and other educators from throughout the state. These standards were used to develop the Professional Practice Rubric.

Rhode Island Urban Education Task Force: One of the organizations which helped to develop the Rhode Island Educator Evaluation System Standards.

School Accountability for Learning and Teaching (SALT): Introduced in 1998 by RIDE, this school-centered cycle of activities was designed to improve school and student performance. The SALT cycle was developed by RIDE with the help of many Rhode Island educators.

School Improvement Plan: The SALT (School Accountability for Learning and Teaching) program founded in 1998 asks schools to form a school improvement team, which conducts various self-study activities. Then school then develops a School Improvement Plan for improving student performance based on their findings.

School-Wide Student Learning Objectives: Measurable, school-wide objectives reflecting the most important learning goals for students, based on Rhode Island content standards and aligned with the School Improvement Plan and the district's strategic plan.

Self-Assessment: Teachers will complete a self-assessment at the beginning of the year and will review it prior to each conference. This self-assessment will ask educators to reflect on their past performance, relevant student learning data, prior evaluation data and professional goals for the upcoming year.

Student Learning Matrix: This matrix is used to calculate the combined rating from the Student Learning Objectives score and the RI Growth Model score. When the growth model score is not available, the Student Learning Objectives score will serve as the Student Learning rating.

Student Learning Objectives: Specific, measurable goals based on Rhode Island's content standards or other nationally recognized standards that are aligned with the School Improvement Plan and the district's strategic plan. These goals are not student-specific. They are classroom-wide or relating to specific groupings of students within a classroom.

Student Learning Rating: If an administrator or a teacher has ratings available from both the RI Growth Model and Student Learning Objectives, these will be combined to form the Student Learning Rating for the administrator or teacher. If the administrator or teacher does not have a RI Growth model rating, the Student Learning Objectives score will serve as the Student Learning Rating.

Summative Rating: The final effectiveness rating derived from the combined results of the matrices which measure Professional Practice, Professional Responsibilities and Student Learning. The four summative ratings available include: Highly Effective, Effective, Developing and Ineffective.



Technical Advisory Committee (TAC): A committee comprised of national experts on assessment, performance management and evaluation systems, which advises RIDE on all technical aspects of the model, including rating methodologies, Student Learning Objectives and the Rhode Island Growth Model.

Appendix A: Rubrics

Administrator Professional Practice Rubric

Administrator Professional Practice - Domain 1: MISSION, VISION, AND GOALS			
1A. Establishes and maintains school mission, vision, and goals that set clear and measurable high expectations for all students and educators			
Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
<input type="checkbox"/> The administrator establishes and maintains school mission, vision, and goals that are aligned with district priorities and based on the analysis of multiple sources of information; the administrator sets clear and measurable high expectations for all students and educators.	<input type="checkbox"/> The administrator establishes and maintains school mission, vision, and goals that set clear and measurable high expectations for all students and educators.	<input type="checkbox"/> The administrator establishes school mission, vision, and goals that are poorly aligned to district priorities and/or based on the analysis of limited sources of information; and/or the administrator sets expectations for students and educators that are too low and/or unclear and difficult to measure.	<input type="checkbox"/> The administrator fails to establish and maintain a school mission, vision, and goals that are aligned to district priorities and/or sets expectations for students and educators that are too low and/or unclear and difficult to measure.
			1A Score: _____
<p>Possible Sources of Evidence:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written student outcome goals at the school, classroom, grade, subject, subgroup, and student level are clear, rigorous, and based on the Rhode Island learning standards <input type="checkbox"/> School visits show that the school's mission statement is measurable, evident, and understood by the school community <input type="checkbox"/> School visits show that all staff understand the school's student outcome goals <input type="checkbox"/> Classroom visits show that lessons are planned and conducted based on lesson objectives designed to meet applicable student outcome goals <input type="checkbox"/> Results of regular assessments and other sources of information show consistent progress toward the student outcome goals <input type="checkbox"/> School visits show that staff regularly evaluate progress toward meeting goals and adjust instructional strategies accordingly <input type="checkbox"/> Student and/or family surveys meet district or school targets for students' and families' reported understanding of individual student's learning goals, and the student's progress toward meeting them <input type="checkbox"/> School visits show that all staff understand their developmental goals <input type="checkbox"/> Staff surveys meet district or school targets for staff feeling supported in reaching their developmental goals <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ 			



1B. Builds and maintains an inclusive process for creating and sustaining the school mission, vision, and goals, which builds common beliefs and dispositions and genuine commitment among staff, parents, students, and other stakeholders

Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
<input type="checkbox"/> Clear school-wide processes build and sustain a strong, ongoing capacity of staff and other stakeholders to develop, implement, and communicate the school's mission, vision and goals. <input type="checkbox"/> Staff and other stakeholders take responsibility for selecting and implementing effective improvement strategies and assessing and monitoring progress toward the mission, vision, and goals.	<input type="checkbox"/> Staff and other stakeholders actively participate in developing, implementing, and communicating the school's mission, vision, and goals. <input type="checkbox"/> Staff and stakeholders are involved in selecting and implementing effective improvement strategies and assessing and monitoring progress toward the mission, vision, and goals.	<input type="checkbox"/> Staff and other stakeholders are involved in developing, implementing, and communicating the school's mission, vision, and goals, but involvement is limited. <input type="checkbox"/> Staff and other stakeholders have limited involvement in selecting and implementing effective improvement strategies and monitoring progress toward the mission, vision, and goals.	<input type="checkbox"/> Staff and other stakeholders are unaware of or not actively involved in developing, implementing, and communicating the school's mission, vision, and goals. <input type="checkbox"/> Staff and other stakeholders have little productive involvement in selecting and implementing effective improvement strategies and monitoring progress toward the mission, vision, and goals.
1B Score: _____			
Possible Sources of Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> School visits show strong staff and stakeholder involvement in, understanding of, and commitment to, the school's mission, vision, and goals <input type="checkbox"/> School staff and other stakeholders participate in annually updating the school's mission statement and goals <input type="checkbox"/> Surveys of staff, parents, students, or other stakeholders meet district or school targets for reported involvement in the development of the school's mission, vision, and goals <input type="checkbox"/> Surveys of staff, parents, student, or other stakeholders meet district or school targets for reported understanding of, and commitment to, the school's mission, vision, and goals <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ 			

1C. Continuously improves the school through effective planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources

Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
<input type="checkbox"/> Comprehensive, sustainable systems and processes drive planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources, resulting in a school-wide continuous improvement cycle that engages all stakeholders and overcomes barriers to achieving the school's mission, vision, and goals.	<input type="checkbox"/> Clear and effective systems and processes drive planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources to address barriers to achieving the school's mission, vision, and goals.	<input type="checkbox"/> Some systems and processes drive planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources, but they are not clear, consistent, or not fully effective in addressing barriers to achieving the school's mission, vision, and goals.	<input type="checkbox"/> Attempts to address school challenges without clear systems or processes for planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources.
1C Score: _____			

Possible Sources of Evidence:

- ☐ School visits reveal strong systems and processes for regularly reviewing data at the school, grade, team, subgroup, and subject/course level
- ☐ Data notebooks, data walls, or other systems of data collection and sharing show that multiple sources of information are used to regularly track and analyze student progress against goals
- ☐ School visits and discussions with staff reveal consistent and effective processes for planning for and monitoring instructional improvement
- ☐ School visits and records show that school improvement teams develop plans for improving instruction based on school goals
- ☐ Written instructional improvement and intervention plans are supported by strong rationales, based on evidence of what works in the school or with similar students
- ☐ Staff surveys meet school or district targets for reported effectiveness of school improvement, communication, and/or change management strategies
- ☐ Other: _____
- ☐ Other: _____

Administrator Professional Practice - Domain 2: LEARNING AND TEACHING

2A. Develops a strong collaborative culture focused on student learning and the development of professional competencies, which leads to quality instruction

<u>Exemplary (4)</u>	<u>Proficient (3)</u>	<u>Emerging (2)</u>	<u>Unsatisfactory (1)</u>
<input type="checkbox"/> Drives change and encourages risk taking in support of student learning goals. <input type="checkbox"/> Sustains a strong school culture of collaboration and professional development that drives student learning and professional competencies. <input type="checkbox"/> All staff receive effective, standards based, job-embedded professional development	<input type="checkbox"/> Models change. <input type="checkbox"/> Staff cooperatively plans for effective instruction and the development of professional competencies. <input type="checkbox"/> Guides and supports effective, standards based, job-embedded professional development.	<input type="checkbox"/> Supports change. <input type="checkbox"/> Staff regularly discusses student learning and works to develop professional competencies, but there is not a strong, school-wide commitment. <input type="checkbox"/> Standards based, job-embedded professional development is present but sporadic or ineffective.	<input type="checkbox"/> Resistant to change. <input type="checkbox"/> Staff demonstrates little or no collaboration around instructional needs. <input type="checkbox"/> Little or no standards-based, job-embedded professional development.

2A Score: _____

Possible Sources of Evidence:

- ☐ Staff surveys meet district or school targets for reported school wide commitment to professional development
- ☐ Professional development participation and satisfaction rates meet district or school targets
- ☐ School visits show regular, productive common planning time
- ☐ Written, individual staff professional development plans are aligned to school goals and individual developmental needs
- ☐ Professional development planning and programming is based on school goals for student outcomes and educator development
- ☐ School visits reveal strong staff commitment to shared professional development in pursuit of student learning goals
- ☐ School visits reveal a common language about instruction
- ☐ Other: _____
- ☐ Other: _____



2B. Ensures the implementation of effective, research-based instructional practices aligned with Rhode Island and national standards

Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
<input type="checkbox"/> Creates sustained school- wide processes for identifying and implementing effective, research-based instructional practices aligned with Rhode Island and national standards. <input type="checkbox"/> Implements systems that ensure regular coaching and development opportunities that facilitate all instructional staff to utilize best practices such as differentiating instruction, analyzing student work, monitoring student progress, and redesigning instructional programs based on student results.	<input type="checkbox"/> Ensures the implementation of effective, research-based instructional practices aligned with Rhode Island and national standards. <input type="checkbox"/> Provides coaching and development opportunities to improve the capacity of instructional staff to utilize best practices such as differentiating instruction, analyzing student work, monitoring student progress, and redesigning instructional programs based on student results.	<input type="checkbox"/> Works to identify effective, research based instructional practices aligned with Rhode Island and national standards, but implementation is incomplete. <input type="checkbox"/> Inconsistently provides coaching and development opportunities to assist instructional staff in utilizing best practices such as differentiating instruction, analyzing student work, monitoring student progress, and redesigning instructional programs based on student results.	<input type="checkbox"/> Fails to implement effective, researched-based instructional practices aligned with Rhode Island and national standards. <input type="checkbox"/> Rarely provides coaching and development opportunities to assist instructional staff in utilizing best practices such as differentiating instruction, analyzing student work, monitoring student progress, and redesigning instructional programs based on student results.

2B Score: _____

Possible Sources of Evidence:

- ☐ School visits and classroom observations show that systems are in place for identifying and implementing effective instructional practices that respond to student learning needs, including regular, effective coaching and development
- ☐ School visits show that district-provided curricula are effectively implemented, or (where applicable) that curricula are developed to effectively address Rhode Island and national learning standards
- ☐ School visits and classroom observations show that teachers differentiate instruction, analyze student work, monitor student progress, and redesign instructional programs based on student results
- ☐ District or school targets for increases in student academic participation and achievement are met in areas such as:
 - On-track metrics, such as grade progression or freshmen on-track metrics
 - AP course participation rates and scores
 - ACT or SAT participation rates and scores
 - Other measures of academic participation and progress that are not part of the student learning component of the RIDE model
- ☐ Other: _____

2C. Implements appropriate school strategies and practices for assessment, evaluation, performance management, and accountability to monitor and evaluate progress toward the mission, vision, and goals

Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
<input type="checkbox"/> A variety of data and assessments serve as evidence of student learning in a sustained, school-wide system for monitoring and evaluating progress and improving learning and teaching. <input type="checkbox"/> The school community routinely analyzes data about all students and subgroups to improve learning and teaching.	<input type="checkbox"/> Data and assessments regularly inform school-wide systems for monitoring and evaluating progress and improving learning and teaching. <input type="checkbox"/> The school community analyzes data about all students and subgroups to improve learning and teaching.	<input type="checkbox"/> Data and assessments are inconsistently used to monitor and evaluate progress and improve learning and teaching. <input type="checkbox"/> The school community inconsistently analyzes data about all students and subgroups to improve learning and teaching.	<input type="checkbox"/> Data and assessments are rarely used to monitor and evaluate progress and improve learning and teaching. <input type="checkbox"/> The school community rarely analyzes data about all students and subgroups to improve learning and teaching.

2C Score: _____

Possible Sources of Evidence:

- ☐ **School visits show that**
 - Instructional staff regularly assess student progress toward individual student and group learning goals, based on a variety of district and/or school-provided and teacher-devised assessments
 - Instructional staff regularly review and calibrate student work against standards
 - Progress toward student learning goals is recorded and communicated to instructional staff, students, and families
 - Individually and in teams, instructional staff analyzes student and group progress toward learning goals
 - Instructional staff understand their strengths and their developmental needs and goals
- ☐ **Written staff professional development and remediation plans reflect student and staff developmental needs**
- ☐ **Other:** _____

Administrator Professional Practice - Domain 3: ORGANIZATIONAL SYSTEMS

3A. Addresses real and potential challenges to the physical and emotional safety and security of the school community

Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
<input type="checkbox"/> School-wide systems, culture, and climate ensure the physical and emotional safety and security of the school community.	<input type="checkbox"/> Real and potential challenges to the physical and emotional safety and security of the school community are addressed in a timely and effective manner.	<input type="checkbox"/> Real and potential challenges to the physical and emotional safety and security of the school community are inconsistently addressed in a timely and effective manner.	<input type="checkbox"/> Real and potential challenges to the physical and emotional safety and security of the school community are not addressed in a timely and/or adequate manner.

3A Score: _____

Possible Sources of Evidence:

- ☐ Attendance data shows that the school meets district or school attendance goals for students and teachers
- ☐ Tardiness data shows that students and teachers meet district or school goals for timely arrival for school and for each class
- ☐ The school schedule is well designed and runs smoothly, with learning time maximized and disruptions minimized
- ☐ Student survey responses meet district or school targets for reported feelings of physical and emotional safety and security
- ☐ Student survey responses meet district or school targets for reported connections with teachers and staff
- ☐ Student safety and discipline data (if reliable) shows that the school meets goals for improving safety and discipline
- ☐ The school safety and security plan is useful and comprehensive; school visits show that staff understand and use the safety plan
- ☐ School visits show:
 - Safe, secure, and clean facility
 - Orderly, respectful passing in the halls
 - Classes (middle, high) or subject/activity transitions (K-5) begin on time, with bell-to-bell learning
 - Teachers control their classrooms, using well-understood, established procedures and techniques to deal with disruptions, so that disruptions are minimal
- ☐ Other: _____
- ☐ Other: _____



3B. Establishes an infrastructure for personnel that operates in support of improving learning and teaching

Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
<ul style="list-style-type: none"> <input type="checkbox"/> All personnel actions, such as recruiting, hiring, assigning, retaining, evaluating and dismissing staff, are deliberately designed (within the parameters of district policy and procedures) to systematically support student learning goals. <input type="checkbox"/> Student Learning Objectives are rigorous and uniformly high-quality across grade-level and content areas with quantifiable targets set for student performance on high-quality assessments. <input type="checkbox"/> Evaluations and observations are conducted timely and thoroughly and hold staff accountable for student outcomes. <input type="checkbox"/> Personnel assignments ensure equitable access to high quality teaching. <input type="checkbox"/> Professional development, including coaching, meets the diverse learning needs of all staff in order to attain student learning goals. 	<ul style="list-style-type: none"> <input type="checkbox"/> Personnel actions, such as recruiting, hiring, assigning, retaining, evaluating and dismissing staff (within the parameters of district policy and procedures), support student learning goals <input type="checkbox"/> Student Learning Objectives are rigorous with quantifiable targets set for student performance on quality assessments. <input type="checkbox"/> Required evaluations and observations are conducted timely and thoroughly. <input type="checkbox"/> Personnel assignments are based on student needs. <input type="checkbox"/> Professional development, including coaching, meets diverse learning needs and assists in meeting student learning goals. 	<ul style="list-style-type: none"> <input type="checkbox"/> Personnel actions, such as recruiting, hiring, assigning, retaining, evaluating and dismissing staff (within the parameters of district policy and procedures), inconsistently support student learning goals. <input type="checkbox"/> Student Learning Objectives are inconsistently rigorous or lack overall rigor, and/or targets set for student performance are difficult to quantify. <input type="checkbox"/> Most evaluations and observations are in compliance with district policy. <input type="checkbox"/> Some but not all personnel assignments are based on student needs. <input type="checkbox"/> Professional development, including coaching, does not fully meet educators' needs or assist in meeting student learning goals. 	<ul style="list-style-type: none"> <input type="checkbox"/> Personnel actions, such as recruiting, hiring, assigning, retaining, evaluating and dismissing staff (within the parameters of district policy and procedures), rarely support student learning goals. <input type="checkbox"/> Student Learning Objectives are incomplete and/or lack rigor; and/or targets set for student performance are incomplete or difficult to quantify. <input type="checkbox"/> Significant lapses exist in the evaluation and observation process. <input type="checkbox"/> Personnel assignments are not responsive to student needs. <input type="checkbox"/> Professional development, including coaching, is not high quality and/or is not tailored to meet educators' needs and student learning goals.

3B Score: _____

Possible Sources of Evidence:

- ☐ School human resource records show that vacancies are identified and recruitment begun as early as possible, given district procedures
- ☐ Conversations with staff show that the school has a well understood profile of candidates who are likely to succeed in the school and enforces a disciplined hiring process based on the profile
- ☐ Staff evaluation processes reveal the strengths and challenges of staff members and the effectiveness of instructional staff in meeting student learning goals
- ☐ Staff developmental plans are clear and based on student needs
- ☐ School visits show that school-based training and development addresses student learning goals and challenges, as well as the identified developmental needs of staff
- ☐ Staff surveys meet district or school targets for staff beliefs that staff are developed in accordance with their needs and the needs of students
- ☐ Retention data show appropriate differential staff retention, based on effectiveness, and do not show inappropriate patterns of highly effective teachers leaving the school or ineffective teachers being retained
- ☐ School visits reveal a system for regular reviews of progress with staff members, especially those on remediation plans
- ☐ Records show that ineffective staff are dismissed after given a fair opportunity to improve
- ☐ Records show that tenure and retention decisions are based on clear assessments of effectiveness
- ☐ Discussions with school leaders show that analysis of student learning needs informs professional development planning, and that the success of professional development programs is measured by student progress

3C. Establishes an infrastructure for finance that operates in support of improving learning and teaching			
Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory(1)
<input type="checkbox"/> Operates fully within district budget and fiscal guidelines. <input type="checkbox"/> Resources are appropriately leveraged and fully aligned to meet school goals and student needs. <input type="checkbox"/> Successfully advocates for and secures resources to achieve school goals.	<input type="checkbox"/> Operates fully within district budget and fiscal guidelines. <input type="checkbox"/> Uses discretionary resources to support school goals and meet student needs. <input type="checkbox"/> Advocates for resources to achieve school goals.	<input type="checkbox"/> Inconsistently operates within district budget and fiscal guidelines. <input type="checkbox"/> Discretionary resources are not effectively used to support school goals and meet student needs.	<input type="checkbox"/> Regularly operates outside of district budget and fiscal guidelines. <input type="checkbox"/> Discretionary resources do not support school goals.
3C Score: _____			
Possible Sources of Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Discretionary budgets show that funds are used to ensure that the conditions for learning are in place, school learning goals are met, and staff developmental needs are addressed <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ 			
Administrator Professional Practice - Domain 4: COMMUNITY			
4A. Partners with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning			
Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
<input type="checkbox"/> The school routinely and strategically partners with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning. As a result, the school routinely brings together the resources of families and the community to assist in meeting student learning goals.	<input type="checkbox"/> The school partners with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning. As a result, families and community members support student learning goals.	<input type="checkbox"/> The school inconsistently and/or ineffectively partners with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning. As a result, families and community members do not meaningfully support student learning goals.	<input type="checkbox"/> The school rarely and/or ineffectively partners with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning. As a result, families and community members are unaware of student learning goals or do not meaningfully support student learning goals.
4A Score: _____			
Possible Sources of Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Family surveys meet district- or school-established targets for understanding and support of student learning goals <input type="checkbox"/> Family participation rates for specific events meet district or school targets <input type="checkbox"/> School visits show strong evidence of family outreach and family presence and participation in the school <input type="checkbox"/> School visits show family and community participation on school improvement teams <input type="checkbox"/> Family and community members provide tangible and intangible support of school goals <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ 			

4B. Responds and contributes to community interests and needs to provide the best possible education for students and their families			
Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
<input type="checkbox"/> Routinely responds and contributes to community interests and needs to provide the best possible education for students and their families. <input type="checkbox"/> Community input is systematically solicited and used to inform decisions. <input type="checkbox"/> Has strong relationships with key community stakeholders. <input type="checkbox"/> Celebrates diversity as an asset to the school community.	<input type="checkbox"/> Responds and contributes to community interests and needs to provide the best possible education for students and their families. <input type="checkbox"/> Community input is solicited and used to inform decisions. <input type="checkbox"/> Recognizes diversity as an asset to the school community.	<input type="checkbox"/> Inconsistently responds and contributes to community interests and needs to provide the best possible education for students and their families. <input type="checkbox"/> Community input is occasionally solicited and used to inform decisions.	<input type="checkbox"/> Rarely responds and contributes to community interests and needs to provide the best possible education for students and their families. <input type="checkbox"/> Demonstrates a limited understanding of the community.
			4B Score: _____
Possible Sources of Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> Community surveys meet district or school targets for reported engagement and satisfaction with the school <input type="checkbox"/> School and community visits show that community members and organizations are active in the school and support school goals <input type="checkbox"/> Written community engagement plans, schedules, and strategies shape effective community and stakeholder engagement <input type="checkbox"/> Key stakeholders support the school <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ 			



4C. Collaborates to share resources of the school and community to provide critical support for children and families			
Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
<input type="checkbox"/> Maximizes the use of school and community resources to provide comprehensive support (e.g., health, social, etc.) for children and families.	<input type="checkbox"/> Collaborates to share resources of the school and community to provide critical support (e.g., health, social, etc.) for children and families.	<input type="checkbox"/> Inconsistently and/or at times ineffectively collaborates to share resources of the school and community.	<input type="checkbox"/> Rarely and/or ineffectively collaborates to share resources of the school and community.
4C Score: _____			
Possible Sources of Evidence: <ul style="list-style-type: none"> <input type="checkbox"/> School visits show that: <ul style="list-style-type: none"> • Health, social, and other services are engaged inside and outside the school to meet the needs of students and families • Community organizations partner with the school to meet school goals and student needs • School resources are made available, where possible, to meet community needs <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ 			

Administrator Professional Practice Rating: _____

Step 1: Add the scores for each competency to get a total score for the Administrator Professional Practice Rubric.

Step 2: Divide the total score by 12 (the number of competencies).

Step 3: Use the following bands of scores to arrive at a rating for the Administrator Professional Practice rubric:

- Exemplary = 3.50 – 4.00
- Proficient = 2.50 – 3.49
- Emerging = 1.50 – 2.49
- Unsatisfactory = 1.00 – 1.49

Teacher Professional Practice Rubric

Teacher Professional Practice - Domain 1: Planning and Preparation			
Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
1A. Plans instruction that is aligned to developmentally appropriate learning objectives and a variety of skill levels and learning styles			
<input type="checkbox"/> The teacher uses knowledge of individual students and trends across groups of students to plan instruction that is aligned to developmentally appropriate learning objectives and a variety of skill levels and learning styles. <input type="checkbox"/> Objectives are specific, measureable, aligned to standards, time bound, and appropriate for all students.	<input type="checkbox"/> The teacher plans instruction that is aligned to developmentally appropriate learning objectives and a variety of skill levels and learning styles. <input type="checkbox"/> Objectives are appropriate for all students.	<input type="checkbox"/> The teacher inconsistently plans instruction that is aligned to developmentally appropriate learning objectives and a variety of skill levels and learning styles. <input type="checkbox"/> Objectives may not be specific and/or appropriate for all students.	<input type="checkbox"/> The teacher does not or rarely plans instruction that is aligned to developmentally appropriate learning objectives and a variety of skill levels and learning styles. <input type="checkbox"/> Objectives are not identified or not specific and appropriate for all students.
			1A Score: _____
1B. Evaluates, selects, and accesses appropriate services, resources and curricular materials that facilitate student engagement with the curriculum			
<input type="checkbox"/> The teacher uses knowledge of individual students and trends across groups of students to evaluate, select, and access a wide range of appropriate services (e.g., vision/hearing screening), resources (e.g., technology, guest speakers), and curricular materials (e.g., texts, manipulatives) that promotes student engagement with the curriculum.	<input type="checkbox"/> The teacher evaluates, selects, and accesses appropriate services (e.g., vision/hearing screening), resources (e.g., technology, guest speakers), and curricular materials (e.g., texts, manipulatives) that facilitate student engagement with the curriculum.	<input type="checkbox"/> The teacher inconsistently and/or at times inappropriately selects and accesses services (e.g., vision/hearing screening), resources (e.g., technology, guest speakers), and curricular materials (e.g., texts, manipulatives).	<input type="checkbox"/> The teacher does not or rarely evaluates, selects, and accesses appropriate services (e.g., vision/hearing screening), resources (e.g., technology, guest speakers), and curricular materials (e.g., texts, manipulatives).
			1B Score: _____
1C. Designs instruction that motivates students to connect to their learning by linking curriculum with prior knowledge, experience, and/or cultural contexts			
<input type="checkbox"/> The teacher uses knowledge of individual students and trends across groups of students to link curriculum with prior knowledge, experience, and/or cultural contexts. For example, the teacher allows students to have choices in their learning, and/or students routinely ask questions that are meaningful to them.	<input type="checkbox"/> The teacher links curriculum with prior knowledge, experience, and/or cultural contexts. For example, the teacher allows students to have choices in their learning, and/or students ask questions that are meaningful to them.	<input type="checkbox"/> The teacher inconsistently and/or at times inappropriately links curriculum with prior knowledge, experience, and/or cultural contexts.	<input type="checkbox"/> The teacher does not or rarely links curriculum with prior knowledge, experience, and/or cultural contexts.
			1C Score: _____



1D. Organizes and prepares students for independent, whole class, and group work that allows for full and varied participation of all individuals through various modes of communication			
<input type="checkbox"/> The teacher uses knowledge of individual students and trends across groups of students to organize and prepare students for independent, whole class, and group work that allows for full and varied participation of all individuals through various modes of communication (e.g., verbal, visual, kinesthetic) and roles (e.g., leader, reader, writer, speaker).	<input type="checkbox"/> The teacher organizes and prepares students for independent, whole class, and group work that allows for full and varied participation of all individuals through various modes of communication (e.g., verbal, visual, kinesthetic).	<input type="checkbox"/> The teacher inconsistently and/or at times ineffectively prepares students for independent, whole class, and group work that allows for full and varied participation of all individuals through various modes of communication (e.g., leader, reader, writer, speaker).	<input type="checkbox"/> The teacher does not or rarely prepares students for independent, whole class, and group work that allows for full and varied participation of all individuals through various modes of communication (e.g., leader, reader, writer, speaker).
1D Score: _____			
Possible sources of evidence for this domain: <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Observation records <input type="checkbox"/> Lesson plans/unit plans <input type="checkbox"/> Student work <input type="checkbox"/> Student surveys </div> <div> <input type="checkbox"/> Curricular materials <input type="checkbox"/> Student data <input type="checkbox"/> Other: _____ </div> </div>			
Teacher Professional Practice - Domain 2: Classroom Instruction			
Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
2A. Demonstrates a deep understanding of discipline/content			
<input type="checkbox"/> The teacher communicates clear, concise, and accurate explanations. <input type="checkbox"/> The teacher uses instructional materials and resources accurately to enhance student understanding of specific skills and concepts. <input type="checkbox"/> The teacher engages students in a variety of explanations and multiple representations of concepts. <input type="checkbox"/> The teacher represents and uses different viewpoints, theories, and methods of inquiry.	<input type="checkbox"/> The teacher provides clear, concise, and accurate explanations. <input type="checkbox"/> The teacher uses appropriate instructional materials and resources to enhance student understanding of specific skills and concepts. <input type="checkbox"/> The teacher engages students in a variety of explanations and multiple representations of concepts.	<input type="checkbox"/> The teacher provides accurate explanations that may not be clear and concise. <input type="checkbox"/> The teacher uses instructional materials and resources that may not be appropriate for the grade level or content area.	<input type="checkbox"/> The teacher provides inaccurate explanations and uses inappropriate instructional materials and resources.
2A Score: _____			

2B. Uses questioning techniques that encourage critical thinking and problem solving			
<input type="checkbox"/> The teacher strategically and intentionally uses questioning techniques such as exploration, testing hypotheses, open-ended questioning, and appropriate wait time. <input type="checkbox"/> Students routinely raise or answer complex questions, generate their own knowledge and understanding, lead discussions, and solve problems.	<input type="checkbox"/> The teacher uses questioning techniques such as exploration, testing hypotheses, open-ended questioning, and appropriate wait time. <input type="checkbox"/> Students raise or answer questions, generate their own knowledge and understanding, and solve problems.	<input type="checkbox"/> The teacher inconsistently uses and/or at times inappropriately uses techniques such as questioning, exploration, testing hypotheses, open-ended questioning, and appropriate wait time. <input type="checkbox"/> Students struggle to raise or answer complex questions, generate their own knowledge and understanding, and solve problems.	<input type="checkbox"/> The teacher rarely and/or inappropriately uses techniques such as questioning, exploration, testing hypotheses, open-ended questioning, and appropriate wait time. <input type="checkbox"/> Students do not or rarely raise or answer complex questions, generate their own knowledge and understanding, and solve problems.
2B Score: _____			
2C. Makes cross-content connections and creates interdisciplinary learning experiences			
<input type="checkbox"/> The teacher makes cross-content connections to a variety of content areas and creates interdisciplinary learning experiences. <input type="checkbox"/> Students' access and transfer knowledge, understanding, and skills from other content area(s)/discipline(s) without prompting (e.g., using mathematical patterns to interpret poetry).	<input type="checkbox"/> The teacher makes cross-content connections and creates interdisciplinary learning experiences. <input type="checkbox"/> Students' access and transfer knowledge, understanding, and skills from one content area/discipline to another (e.g., using mathematical patterns to interpret poetry).	<input type="checkbox"/> The teacher inconsistently and/or at times inappropriately attempts to make cross-content connections and create interdisciplinary learning experiences. <input type="checkbox"/> Students struggle to access and transfer knowledge, understanding, and skills from one content area/discipline to another (e.g., using mathematical patterns to interpret poetry).	<input type="checkbox"/> The teacher does not or rarely attempts to make cross-content connections and create interdisciplinary learning experience, or does so inaccurately. <input type="checkbox"/> Students do not or rarely access and transfer knowledge, understanding, and skills from one content area/discipline to another (e.g., using mathematical patterns to interpret poetry).
2C Score: _____			
2D. Implements instruction to ensure that students understand, are focused on, and accountable for the learning objectives			
<input type="checkbox"/> The teacher implements instruction that communicates a clear purpose for learning that is specific, measureable, and aligned to standards. <input type="checkbox"/> The teacher continually monitors learning during instruction to maintain focus on learning objectives and adjusts instruction as needed. <input type="checkbox"/> Students hold themselves accountable for achieving learning objectives.	<input type="checkbox"/> The teacher implements instruction that communicates a purpose for learning that is specific, measureable, and aligned to standards. <input type="checkbox"/> The teacher monitors learning during instruction to maintain focus on learning objectives. <input type="checkbox"/> Students are held accountable for achieving learning objectives.	<input type="checkbox"/> The teacher implements instruction that inconsistently communicates a purpose for learning. <input type="checkbox"/> The teacher attempts to monitor learning during instruction. <input type="checkbox"/> Students are not held accountable for achieving learning objectives.	<input type="checkbox"/> The teacher does not or rarely implements instruction that communicates a purpose for learning. <input type="checkbox"/> The teacher does not or rarely monitors learning during instruction. <input type="checkbox"/> Students are not held accountable for achieving learning objectives.
2D Score: _____			

2E. Uses multiple teaching and learning strategies to engage students			
<input type="checkbox"/> The teacher uses multiple teaching and learning strategies (e.g., identifying similarities/differences, cooperative learning, generating and testing hypotheses) that are aligned to learning objectives. <input type="checkbox"/> Students are enthusiastically engaged in their learning (e.g., voluntarily responding to questions, participating in group activities, practicing new learning) and contribute to the classroom.	<input type="checkbox"/> The teacher uses multiple teaching and learning strategies (e.g., identifying similarities/differences, cooperative learning, generating and testing hypotheses) that are aligned to learning objectives. <input type="checkbox"/> Students are engaged in their learning (e.g., voluntarily responding to questions, participating in group activities, practicing new learning).	<input type="checkbox"/> The teacher inconsistently and at times inappropriately uses multiple teaching and learning strategies (e.g., identifying similarities/differences, cooperative learning, generating and testing hypotheses). <input type="checkbox"/> Students are inconsistently engaged in their learning (e.g., voluntarily responding to questions, participating in group activities, practicing new learning).	<input type="checkbox"/> The teacher rarely and/or inappropriately uses multiple teaching and learning strategies (e.g., identifying similarities/differences, cooperative learning, generating and testing hypotheses). <input type="checkbox"/> Students are not engaged in learning.
2E Score: _____			
2F. Frequently checks for and responds to student understanding during instruction			
<input type="checkbox"/> The teacher frequently checks for understanding of group and individual students during instruction in a variety of ways. Information is used immediately to address misunderstandings and guide ongoing instruction.	<input type="checkbox"/> The teacher frequently checks for understanding of group or individual students during instruction and uses this information to address misunderstandings and guide ongoing instruction.	<input type="checkbox"/> The teacher inconsistently checks for understanding during instruction and/or unevenly addresses groups and individual students. Information may not be used to address misunderstandings or guide ongoing instruction.	<input type="checkbox"/> The teacher does not or rarely checks for understanding during instruction and does not use this information to address misunderstandings and guide ongoing instruction.
2F Score: _____			
2G. Uses and models effective communication			
<input type="checkbox"/> The teacher uses and models a wide variety of effective strategies and modes of communication during instruction (e.g., listening, restating ideas, verbal, nonverbal, technological) to maximize learning and appropriate student communication. <input type="checkbox"/> The teacher seeks knowledge of and demonstrates sensitivity to the particular communication needs of all students. <input type="checkbox"/> Students hold themselves and each other accountable for using effective communication skills.	<input type="checkbox"/> The teacher uses and models effective strategies and modes of communication during instruction (e.g., listening, restating ideas, verbal, nonverbal, technological) to support learning and encourage students to use appropriate communication. <input type="checkbox"/> The teacher seeks knowledge of and demonstrates sensitivity to the particular communication needs of all students. <input type="checkbox"/> Students are held accountable for using appropriate communication.	<input type="checkbox"/> The teacher inconsistently uses and models effective strategies and modes of communication during instruction (e.g., listening, restating ideas, verbal, nonverbal, technological). <input type="checkbox"/> The teacher may not seek knowledge of and demonstrate sensitivity to the particular communication needs of all students. <input type="checkbox"/> Students may not be held accountable for using appropriate communication.	<input type="checkbox"/> The teacher does not or rarely uses and models effective strategies and modes of communication during instruction (e.g., listening, restating ideas, verbal, nonverbal, technological) that support learning or encourage students to use appropriate communication. <input type="checkbox"/> The teacher does not or rarely seeks knowledge of and demonstrates sensitivity to the particular communication needs of all students. <input type="checkbox"/> Students are not held accountable for using appropriate communication.
2G Score: _____			

2H. Assumes different roles during instruction to accommodate content, purpose, and learner needs			
<input type="checkbox"/> The teacher anticipates the need for and assumes a wide variety of roles (e.g., instructor, facilitator, coach, audience) during instruction to accommodate content and purpose. <input type="checkbox"/> Specific roles are closely aligned to individual and group needs.	<input type="checkbox"/> The teacher assumes different roles (e.g., instructor, facilitator, coach, audience) during instruction to accommodate content and purpose. <input type="checkbox"/> Specific roles address learner needs.	<input type="checkbox"/> The teacher inconsistently and/or at times inappropriately assumes different roles (e.g., instructor, facilitator, coach, audience) during instruction to accommodate content and purpose. <input type="checkbox"/> Specific roles may not address learner needs.	<input type="checkbox"/> The teacher does not or rarely assumes various roles (e.g., instructor, facilitator, coach, audience) during instruction to accommodate content and purpose. <input type="checkbox"/> Specific roles do not or rarely address learner needs.
			2H Score: _____
Possible sources of evidence for this domain: <input type="checkbox"/> Observation records <input type="checkbox"/> Feedback forms <input type="checkbox"/> Other: _____			
Teacher Professional Practice - Domain 3: Classroom Environment			
Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
3A. Creates a productive learning environment that maximizes learning time, establishes procedures and expectations, and ensures access to learning materials			
<input type="checkbox"/> Student down time is eliminated due to well-executed routines, procedures, and transitions. <input type="checkbox"/> Instructional pacing is efficient, and students move from one task to the other independently, without prompting. <input type="checkbox"/> Materials are well organized and easily accessible.	<input type="checkbox"/> There is little student down time due to well-executed routines, procedures, and transitions. <input type="checkbox"/> Instructional pacing is efficient, and students move from one task to the other with some prompting. <input type="checkbox"/> Materials are easily accessible.	<input type="checkbox"/> Noticeable time is wasted due to routines, procedures and transitions that may be unclear or poorly executed. <input type="checkbox"/> Instructional pacing is inefficient, and students move from one task to the other only when prompted. <input type="checkbox"/> Materials are somewhat accessible.	<input type="checkbox"/> Time is consistently wasted due to routines, procedures and transitions that may be very unclear, poorly executed or nonexistent. <input type="checkbox"/> Instructional pacing is inefficient, and students frequently do not move from one task to the other, even when prompted. <input type="checkbox"/> Materials are difficult to access.
			3A Score: _____

3B. Creates a safe learning community that respects individual differences, promotes positive social relationships, and allows students to comfortably take risks			
<input type="checkbox"/> The teacher creates a safe learning environment by welcoming and interacting individually and respectfully with students. <input type="checkbox"/> Students actively take risks. <input type="checkbox"/> Students hold themselves accountable for interacting respectfully with their peers and teachers and appropriately share ideas and opinions.	<input type="checkbox"/> The teacher creates a safe learning environment by welcoming and interacting individually and respectfully with students. <input type="checkbox"/> Students feel comfortable taking risks. <input type="checkbox"/> Students are held accountable for interacting respectfully with their peers and teachers and appropriately share ideas and opinions.	<input type="checkbox"/> The teacher attempts to create a safe learning environment. <input type="checkbox"/> Students do not appear comfortable taking risks, and negative social relationships and disrespectful interactions may occur.	<input type="checkbox"/> The teacher does not create a safe learning environment that respects individual differences, promotes positive social relationships or allows students to comfortably take risks. <input type="checkbox"/> Students interact with their peers and teachers disrespectfully and do not appropriately share ideas and opinions.
3B Score: _____			
3C. Reinforces positive behavior, redirects off-task behavior, and de-escalates challenging behavior			
<input type="checkbox"/> The teacher emphasizes and reinforces positive behavior, redirects off-task behavior, and de-escalates challenging behavior. <input type="checkbox"/> If misbehavior occurs, teacher responds effectively and appropriately for individual student(s), or no misbehavior occurs.	<input type="checkbox"/> The teacher reinforces positive behavior, redirects off-task behavior and de-escalates challenging behavior. <input type="checkbox"/> Inappropriate and off-task behavior has a minimal impact on student learning.	<input type="checkbox"/> The teacher inconsistently and/or at times inappropriately reinforces positive behavior, redirects off-task behavior, and de-escalates challenging behavior. <input type="checkbox"/> Inappropriate and off-task behavior has a significant impact on the learning of the students in the class because off-task and challenging behavior goes unaddressed or is inappropriately addressed.	<input type="checkbox"/> The teacher does not or rarely reinforces positive behavior, redirects off-task behavior, and de-escalates challenging behavior. <input type="checkbox"/> Inappropriate and off-task behavior inhibits the learning of the students in the class because off-task and challenging behavior is unaddressed.
3C Score: _____			
3D. Clearly communicates high expectations for all students and guides students to assume responsibility for their learning			
<input type="checkbox"/> The teacher communicates high expectations for all students and guides students to assume responsibility for their learning. <input type="checkbox"/> Students can clearly communicate class expectations (e.g., rules, procedures) and hold themselves responsible for their own learning.	<input type="checkbox"/> The teacher communicates high expectations for all students and guides students to assume responsibility for their learning. <input type="checkbox"/> Students can communicate class expectations (e.g., rules, procedures) and are held responsible for their own learning.	<input type="checkbox"/> The teacher does not consistently communicate high expectations for all students and/or guide them to assume responsibility for their learning. <input type="checkbox"/> Students may struggle to communicate class expectations or communicate them incorrectly and may not assume responsibility for their own learning.	<input type="checkbox"/> The teacher communicates inappropriate and/or low expectations for students. <input type="checkbox"/> Students struggle or are unable to clearly communicate class expectations, and do not assume responsibility for their own learning.
3D Score: _____			

Possible sources of evidence for this domain: <input type="checkbox"/> Observation records <input type="checkbox"/> Feedback forms <input type="checkbox"/> Other: _____			
Teacher Professional Practice - Domain 4: Assessment, Reflection and Improvement			
Exemplary (4)	Proficient (3)	Emerging (2)	Unsatisfactory (1)
4A. Uses a variety of formal and informal assessment strategies to monitor student progress, adjust instruction, and modify plans			
<input type="checkbox"/> The teacher uses a variety of formal and informal assessment strategies that are aligned to learning objectives. <input type="checkbox"/> Data is used by teacher and students to monitor progress, adjust instruction, and modify future instruction.	<input type="checkbox"/> The teacher uses a variety of formal and informal assessment strategies. <input type="checkbox"/> Data is used by teacher to monitor progress, adjust instruction, and modify future instruction.	<input type="checkbox"/> The teacher uses a limited variety of formal or informal assessment strategies to monitor student progress. <input type="checkbox"/> Data on student progress is inconsistently or at times inappropriately used to adjust and/or modify future instruction.	<input type="checkbox"/> The teacher does not use or rarely uses an assessment strategy to monitor student progress. <input type="checkbox"/> Data on student progress is not used or rarely used to adjust and/or modify future instruction.
4A Score: _____			
4B. Provides students with feedback that is timely and high quality and teaches students to use feedback in their learning			
<input type="checkbox"/> The teacher routinely provides students with feedback that is timely and high quality (specific and actionable) and teaches students to use feedback in their learning. <input type="checkbox"/> Students independently incorporate feedback in their learning.	<input type="checkbox"/> The teacher provides students with feedback that is timely and high quality (specific and actionable) and teaches students to use feedback in their learning. <input type="checkbox"/> Students use the feedback to revise work or improve learning.	<input type="checkbox"/> The teacher inconsistently provides students with feedback and/or has not effectively taught them to use feedback in their learning. <input type="checkbox"/> Students struggle to use the feedback to revise work or improve learning.	<input type="checkbox"/> The teacher does not or rarely provides students with feedback. <input type="checkbox"/> Students do not use or rarely use feedback to revise work or improve learning.
4B Score: _____			
4C. Engages students in self-assessment to help them set goals and become aware of their strengths and areas to develop			
<input type="checkbox"/> The teacher designs self-assessments (e.g., compiling portfolios of work, self-evaluating projects, completing checklists) that are aligned to learning objectives to help students set goals and become aware of their strengths and areas to develop. <input type="checkbox"/> Students independently reflect on a variety of skills and concepts and can clearly articulate personal goals, strengths, and areas to develop.	<input type="checkbox"/> The teacher engages students in self-assessment strategies (e.g., compiling portfolios of work, self-evaluating projects, completing checklists) to help them set goals and become aware of their strengths and areas to develop. <input type="checkbox"/> Students reflect in multiple ways and can articulate personal goals, strengths, and areas to develop.	<input type="checkbox"/> The teacher inconsistently engages students in self-assessment (e.g., compiling portfolios of work, self-evaluating projects, completing checklists). <input type="checkbox"/> Students inconsistently reflect on their learning and struggle to articulate goals, personal strengths, and areas to develop.	<input type="checkbox"/> The teacher does not or rarely engages students in self-assessment (e.g., compiling portfolios of work, self-evaluating projects, completing checklists). <input type="checkbox"/> Students do not or rarely reflect on their learning and are unable to articulate personal goals, strengths, and areas to develop.
4C Score: _____			



4D. Solicits information about students' experiences, learning behavior, needs, and progress from students, parents, and other colleagues			
<input type="checkbox"/> The teacher regularly solicits information about students' experiences, learning behavior, needs, and progress from students, parents, and other colleagues. Information is routinely used to inform future instruction.	<input type="checkbox"/> The teacher solicits information about students' experiences, learning behavior, needs, and progress from students, parents, and other colleagues. Information is used to inform future instruction.	<input type="checkbox"/> The teacher inconsistently and/or at times inappropriately solicits information about students' experiences, learning behavior, needs, and progress from students, parents, and other colleagues. Information may not be used to inform future instruction.	<input type="checkbox"/> The teacher does not or rarely solicits information about students' experiences, learning behavior, needs, and progress from students, parents, and other colleagues to inform future instruction.
			4D Score: _____
4E. Maintains useful records of student work and performance and communicates student progress responsibly			
<input type="checkbox"/> The teacher maintains and uses highly organized records of student work and performance and communicates student progress responsibly.	<input type="checkbox"/> The teacher maintains useful records of student work and performance and communicates student progress responsibly.	<input type="checkbox"/> The teacher maintains inconsistent or incomplete records of student work and performance and may not communicate student progress responsibly.	<input type="checkbox"/> The teacher does not maintain records of student work, or records are not useful, and/or the teacher does not communicate student progress responsibly.
			4E Score: _____
Possible sources of evidence for this domain: <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Observation records <input type="checkbox"/> Assessments <input type="checkbox"/> Documentation of communications with parents, colleagues, and students <input type="checkbox"/> Professional development materials and reflections <input type="checkbox"/> Journals </div> <div> <input type="checkbox"/> Student work <input type="checkbox"/> Relevant data <input type="checkbox"/> Student records <input type="checkbox"/> Other: _____ </div> </div>			

Teacher Professional Practice Rating: _____

Step 1: Add the scores for each competency to get a total score for the Teacher Professional Practice Rubric.

Step 2: Divide the total score by 21 (the number of competencies).

Step 3: Use the following bands of scores to arrive at a rating for the Teacher Professional Practice Rubric:

- Exemplary = 3.50 – 4.00
- Proficient = 2.50 – 3.49
- Emerging = 1.50 – 2.49
- Unsatisfactory = 1.00 – 1.49



Educator Professional Responsibilities Rubric (Teachers & Administrators)

Professional Responsibilities - Domain 1: Collaborates and Contributes to the School Community		
Exceeds Expectations (3)	Meets Expectations (2)	Does Not Meet Expectations (1)
1A. Leads, supports, and/or participates in school/district-based initiatives and activities		
<input type="checkbox"/> The educator consistently leads school/district-based initiatives and activities.	<input type="checkbox"/> The educator leads, supports, and/or participates in school/district-based initiatives and activities.	<input type="checkbox"/> The educator rarely leads, supports, and/or participates in school/district-based initiatives and activities or contributes in a non-constructive manner.
1A Score: _____		
1B. Gives assistance to and seeks assistance from other educators in order to improve student learning		
<input type="checkbox"/> The educator actively seeks assistance from and/or gives assistance to other educators and community members to enhance and improve the learning of staff, self, students, and community.	<input type="checkbox"/> The educator gives assistance to and/or receives assistance from other educators in order to improve student learning.	<input type="checkbox"/> The educator fails to seek assistance from other educators and/or give assistance to other educators on a regular basis. The educator is not open to receiving input from others.
1B Score: _____		
Possible sources of evidence for this domain: <ul style="list-style-type: none"> <input type="checkbox"/> Copies of communication with others <input type="checkbox"/> Journals/reflections <input type="checkbox"/> Professional development artifacts <input type="checkbox"/> Meeting minutes or agendas <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ 		
Professional Responsibilities - Domain 2: Believes in & Advocates for Students		
Exceeds Expectations (3)	Meets Expectations (2)	Does Not Meet Expectations (1)
2A. Acts on the belief that all students can learn		
<input type="checkbox"/> The educator acts on the belief that all students can learn with conviction and purpose and/or inspires others to act on the belief that all students can learn.	<input type="checkbox"/> The educator acts on the belief that all students can learn.	<input type="checkbox"/> The educator acts on the belief that only some students or groups of students can learn.
2A Score: _____		
2B. Advocates for students' best interests		
<input type="checkbox"/> The educator frequently advocates for students' best interests with persistence and conviction, including students' individualized needs.	<input type="checkbox"/> The educator advocates for students' best interests, including students' individualized needs.	<input type="checkbox"/> The educator infrequently and/or inappropriately advocates for students' best interests, including students' individualized needs.
2B Score: _____		



Possible sources of evidence for this domain:

- ☐ Copies of communication with parents
- ☐ Curricular materials
- ☐ Referrals to education specialists
- ☐ Student goals
- ☐ Tutoring logs
- ☐ Other: _____

Professional Responsibilities - Domain 3: Creates a Culture of Respect

Exceeds Expectations (3)

Meets Expectations (2)

Does Not Meet Expectations (1)

3A. Demonstrates respect for everyone, including other educators, students, parents, and other community members, in all actions and interactions

☐ The educator demonstrates respect for everyone, including other educators, students, parents, and other community members, in all actions and interactions, and helps establish a culture of respect within his/her school/district.

☐ The educator demonstrates respect for everyone, including other educators, students, parents, and other community members, in all actions and interactions.

☐ The educator fails to consistently demonstrate respect for other educators, students, parents, and community members in all actions and interactions.

3A Score: _____

3B. Works toward a safe, supportive, collaborative culture

☐ The educator leads the development of a safe, supportive, collaborative culture, including the interaction between the school and the community.

☐ The educator works toward a safe, supportive, collaborative culture, including the interaction between the school and the community.

☐ The educator fails to contribute or contributes inappropriately to the development of a safe, supportive, collaborative culture.

3B Score: _____

Possible sources of evidence for this domain:

- ☐ Copies of communications with families
- ☐ Logs of communication with families
- ☐ Staff awards
- ☐ Other: _____

Professional Responsibilities - Domain 4: Exercises Professional Judgment & Development

Exceeds Expectations (3)

Meets Expectations (2)

Does Not Meet Expectations (1)

4A. Develops and maintains an understanding of current state, district, and school policies and initiatives

☐ The educator develops and maintains an understanding of current state, district, and school policies and initiatives and contributes to the clarification of and sharing of relevant information.

☐ The educator develops and maintains an understanding of current state, district, and school policies and initiatives.

☐ The educator demonstrates a lack of functional understanding of, or compliance with, current state, district, and school policies and initiatives.

4A Score: _____



4B. Follows all federal, state, district, and school policies		
<input type="checkbox"/> The educator follows all federal, state, district, and school policies and helps educate other stakeholders (e.g., other educators, students, parents, community members) about the policies.	<input type="checkbox"/> The educator follows all federal, state, district, and school policies.	<input type="checkbox"/> The educator fails to consistently follow some federal, state, district, and school policies.
4B Score: _____		
4C. Maintains professional standards guided by legal and ethical principles		
<input type="checkbox"/> The educator maintains professional standards, guided by legal and ethical principles, and contributes to the clarification and sharing of current professional standards.	<input type="checkbox"/> The educator maintains professional standards guided by legal and ethical principles.	<input type="checkbox"/> The educator fails to consistently maintain professional standards guided by legal and ethical principles.
4C Score: _____		
4D. Engages meaningfully in the professional development process		
<input type="checkbox"/> The educator engages meaningfully and enthusiastically in the professional development process; this development leads to improved practice in self and/or colleagues.	<input type="checkbox"/> The educator engages meaningfully in the professional develop process.	<input type="checkbox"/> The educator fails to meaningfully engage in the professional development process consistently.
4D Score: _____		
Possible sources of evidence for this domain: <ul style="list-style-type: none"> <input type="checkbox"/> Attendance records <input type="checkbox"/> Discipline file <input type="checkbox"/> Meeting agenda/minutes <input type="checkbox"/> Professional development materials <input type="checkbox"/> Other: _____ 		

Professional Responsibilities Rating: _____

Step 1: Add the scores for each competency to get a total score for the Professional Responsibilities Rubric.

Step 2: Divide the total score by 10 (the number of competencies).

Step 3: Use the following bands of scores to arrive at a rating for the Professional Responsibilities Rubric:

- Exceeds Expectations = 2.50 – 3.00
- Meets Expectations = 1.50 – 2.49
- Does not meet expectations = 1.00 – 1.49

Appendix B: Observation and Feedback Forms

School Site Visit Running Record Form

Administrator:	Date:	School:	<input type="checkbox"/> Long, announced <input type="checkbox"/> Short, unannounced
Observer:	Time:		
Context for Observation (e.g., Classroom visit, faculty meeting, parent meeting, etc.):			

APP Domain/Indicators	Observation Notes (Student, Teacher, Administrator Actions)
Mission, Vision, and Goals <ul style="list-style-type: none"> <input type="checkbox"/> Establishes and maintains school mission, vision and goals that set clear and measurable high expectations for all students and educators <input type="checkbox"/> Builds and maintains an inclusive process for creating and sustaining the school mission, vision, and goals, which builds common beliefs and dispositions and genuine commitment among staff, parents, students, and other stakeholders <input type="checkbox"/> Continuously improves the school through effective planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources 	
Learning and Teaching <ul style="list-style-type: none"> <input type="checkbox"/> Develops a strong collaborative culture focused on student learning and the development of professional competencies, which leads to quality instruction <input type="checkbox"/> Ensures the implementation of effective, research-based instructional practices aligned with Rhode Island and national standards <input type="checkbox"/> Implements appropriate school strategies and practices for assessment, evaluation, performance management and accountability to monitor and evaluate progress toward the mission, vision, and goals 	
Organizational Systems <ul style="list-style-type: none"> <input type="checkbox"/> Address real and potential challenges to the physical and emotional safety and security of the school community <input type="checkbox"/> Establishes an infrastructure for personnel that operates in support of improving learning and teaching 	
Community <ul style="list-style-type: none"> <input type="checkbox"/> Partners with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning <input type="checkbox"/> Responds and contributes to community interests and needs to provide the best possible education for students and their families <input type="checkbox"/> Collaborates to share resources of the school and community to provide critical support for children and families <input type="checkbox"/> 	
Professional Responsibilities <ul style="list-style-type: none"> <input type="checkbox"/> Acts on belief that all students can learn <input type="checkbox"/> Demonstrates respect for everyone, including other educators students, parents, and other community members in all actions and interactions 	

School Site Visit Feedback Form

Administrator:	Date:	School:	<input type="checkbox"/> Long, announced <input type="checkbox"/> Short, unannounced
Observer:	Time:		
Context for Observation (e.g., classroom visit, faculty meeting, parent meeting, etc.):			

Domain	Observation Feedback
	*Consult the Professional Practice and Professional Responsibilities Rubrics prior to completing this section and use your observation notes to cite specific competencies related to the school site visit. Also, review the administrator's Professional Growth Goals and self-assessment; provide specific feedback on areas for development cited in either.
Mission, Vision, and Goals	
Learning and Teaching	
Organizational Systems	
Community	
Professional Responsibilities	
Other Notes	
Summary Feedback	
<p>Strengths:</p> <p>Areas for Improvement:</p>	

Observer Signature: _____
 Date: _____

Administrator Signature: _____
 Date: _____



Classroom Observation Running Record Form

Teacher:	Date:	Grade/Subject:	<input type="checkbox"/> Long, announced <input type="checkbox"/> Short, unannounced
Observer:	Time:		

Domain/Indicators	Observation Notes (Student and Teacher Actions)
Planning and Preparation <ul style="list-style-type: none"> <input type="checkbox"/> Plans instruction that is aligned to learning objectives, meets the full spectrum of learning needs, skills levels, and learning styles, and is developmentally appropriate <input type="checkbox"/> Evaluates, selects, and access appropriates services, resources and curricular materials that facilitate student engagement with the curriculum <input type="checkbox"/> Designs instruction that motivates students to connect to their learning by linking curriculum with prior knowledge experiences, and/or cultural contexts <input type="checkbox"/> Organizes and prepares students for independent, whole class, and group work that allows for full and varied participation of all individuals through various modes of communication 	
Classroom Instruction <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates a deep understanding of discipline/content <input type="checkbox"/> Uses questioning techniques that encourage critical thinking, problem solving and performance skills <input type="checkbox"/> Makes cross-content connections and creates interdisciplinary learning experiences <input type="checkbox"/> Implements instruction to ensure that students understand, are focused on and accountable for the learning objectives <input type="checkbox"/> Utilizes multiple teaching and learning strategies to engage students <input type="checkbox"/> Frequently checks for and responds to student understanding during instruction <input type="checkbox"/> Uses and models effective communication <input type="checkbox"/> Assumes different roles during instruction (e.g. instructor, facilitator, coach, audience) 	



Classroom Environment <ul style="list-style-type: none"> ❑ Creates a productive learning environment that maximizes learning time, establishes procedures and expectations and ensures access to learning materials ❑ Creates a safe learning community that respects individual differences, promotes positive social relationships and allows students to comfortably take risks ❑ Reinforces positive behavior, redirects off-task behavior and de-escalates challenging behavior ❑ Clearly communicates high expectations for all students and guides students to assume responsibility for their learning 	
Assessment, Reflection and Improvement <ul style="list-style-type: none"> ❑ Utilizes a variety of formal and informal assessment strategies to monitor student progress, adjust instruction and modify plans ❑ Provides students with feedback that is timely and high quality, and teaches students to use feedback in their learning ❑ Engages students in self-assessment to help them set goals and become aware of their strengths and needs 	
Professional Responsibilities <ul style="list-style-type: none"> ❑ Acts on the belief that all students can learn ❑ Demonstrates respect for everyone, including other educators, students, parents, and other community members in all actions and interactions 	

Classroom Observation Feedback Form

Teacher:	Date:	Grade/Subject:	<input type="checkbox"/> Long, announced <input type="checkbox"/> Short, unannounced
Observer:	Time:		

Domain	Observation Feedback
	*Consult the Professional Practice and Professional Responsibilities Rubrics prior to completing this section and use your observation notes to cite specific competencies related to the classroom observation. Also, review the teacher's Professional Growth Goals and self-assessment; provide specific feedback on areas for development cited in either.
Planning and Preparation	
Classroom Instruction	
Classroom Environment	
Assessment, Reflection, and Improvement	
Professional Responsibilities	
Other Notes	

Summary Feedback
<p>Strengths:</p> <p>Areas for Improvement:</p>

Observer Signature: _____
 Date: _____

Teacher Signature: _____
 Date: _____



Appendix C: Student Learning Objectives



SCHOOL-WIDE STUDENT LEARNING OBJECTIVE: ADMINISTRATOR FORM

Name: _____

School: _____

Student Learning Objective: *(Please be sure to specify whether this is a mastery or progress objective.)*

Rationale: *(Why have you chosen this objective? Why is this a worthy area of focus?)*

Students: *(Which students will this objective address? How many? From which classes or grades?)*

Interval of Instruction: *(Quarters, trimesters, semesters, or one school year?)*

Target(s) & Evidence: *(Where do you expect this population of students to be at the end of the time interval? How are you going to measure student learning? At least one source of evidence is required, but multiple sources may be used. If a common assessment exists, it must be used as the primary source of evidence.)*

Rationale for Target: *(Why was this target chosen? How do you know it is an appropriate target? What pre-test or baseline information/data, if any, is available for this objective for the student population?)*

Administration & Scoring: *(How will assessments be administered? How will assessments be scored?)*

Evaluator should rate the Student Learning Objective in the following categories. Objectives rated as Unacceptable in any category should be revised and resubmitted.

Relevance of Content	Unacceptable <input type="checkbox"/>	Acceptable <input type="checkbox"/>	Solid <input type="checkbox"/>
Rigor of Target	Unacceptable <input type="checkbox"/>	Acceptable <input type="checkbox"/>	Solid <input type="checkbox"/>
Quality of Evidence	Unacceptable <input type="checkbox"/>	Acceptable <input type="checkbox"/>	Solid <input type="checkbox"/>

Once the above information has been discussed and agreed upon by the administrator and evaluator, please sign below.

Administrator _____

Evaluator _____

Date _____

Results: (Administrator should use this space to explain evidence of student learning. How many targets were met? To what degree were targets met?)

Scoring: (Evaluator should check the box that best indicates the administrator's attainment of this student learning objective. Individual ratings should serve as the basis for an overall rating using the holistic rubric.)

Did the administrator meet this student learning objective?

Did Not Meet

Met

Exceeded

☐
☐
☐
☐
☐
☐

Comments/Notes:

EXAMPLE

EXAMPLE 1 – SCHOOL-WIDE STUDENT LEARNING OBJECTIVE: ADMINISTRATOR FORM

Name: _____

School: _____

Student Learning Objective: *(Please be sure to specify whether this is a mastery or progress objective.)*

Increase pass rate for Algebra I end-of-course exam for 9th and 10th grade students. This is a mastery objective.

Rationale: *(Why have you chosen this objective? Why is this a worthy area of focus?)*

One of our goals is to increase our graduation rate, which is currently 72%. Our data indicates that we lose the largest percentage of students between 10th and 11th grade. In querying the data, we identified a correlation between failing Algebra I and un-enrolling after 10th grade. We will coordinate with Algebra I teachers and the mathematics department chair to develop a comprehensive end-of-course exam. We will also identify struggling students starting in the fall semester to provide extra support.

Students: *(Which students will this objective address? How many? From which classes or grades?)*

All 9th and 10th grade students enrolled in Algebra I.

Interval of Instruction: *(Quarters, trimesters, semesters, or one school year?)*

Interval of instruction is school year 2011-2012.

Target(s) & Evidence: *(Where do you expect this population of students to be at the end of the time interval? How are you going to measure student learning? At least one source of evidence is required, but multiple sources may be used. If a common assessment exists, it must be used as the primary source of evidence.)*

90% of students will pass the end-of course Algebra I exam. The evidence will be the end-of-course exam created by the Algebra I teachers, in collaboration with the mathematics department chair.

Rationale for Target: *(Why was this target chosen? How do you know it is an appropriate target? What pre-test or baseline information/data, if any, is available for this objective for the student population?)*

Last year, 20% of students failed Algebra I. We believe that reducing this number by half will assist in increasing retention between 9th and 10th grades.

Administration & Scoring: *(How will assessments be administered? How will assessments be scored?)*

End of Course exam will be developed by Algebra I teachers and mathematics department chair. The exams will be administered during the final exam period by the classroom teacher. All exams will be collaboratively scored by Algebra I teachers to ensure comparability of scores across classrooms.

EXAMPLE

EXAMPLE 2 - SCHOOL-WIDE STUDENT LEARNING OBJECTIVE: ADMINISTRATOR FORM

Name: _____

School: _____

Student Learning Objective: *(Please be sure to specify whether this is a mastery or progress objective.)*

Reduce the achievement gap in reading between the general education students and students receiving special education services. This is a progress objective.

Rationale: *(Why have you chosen this objective? Why is this a worthy area of focus?)*

Our School Improvement Plan focuses, in part, on closing achievement gaps. According to our most recent NECAP data, the gap scores between the general education and special education population is the largest gap between subgroups in grades 3-5. Because strong reading skills are required across the curriculum, we have decided to focus first on closing the gap in reading.

Students: *(Which students will this objective address? How many? From which classes or grades?)*

This objective applies to 34 students receiving special education services in grades 2-5.

Interval of Instruction: *(Quarters, trimesters, semesters, or one school year?)*

This objective applies to the 2011-2012 school year.

Target(s) & Evidence: *(Where do you expect this population of students to be at the end of the time interval? How are you going to measure student learning? At least one source of evidence is required, but multiple sources may be used. If a common assessment exists, it must be used as the primary source of evidence.)*

I expect to see a 10% reduction in the gap between the reading scores of students receiving special educational services and the general education students. I will measure the gap using fall DRA scores and compare them to spring DRA scores.

Rationale for Target: *(Why was this target chosen? How do you know it is an appropriate target? What pre-test or baseline information/data, if any, is available for this objective for the student population?)*

We currently have a 22% gap in reading scores between our students receiving special education services and general education students. A 10% reduction in this gap would represent significant progress toward closing the gap entirely. It is an ambitious target, yet I believe it is attainable based on our continued work with RTI, the addition of a part-time literacy coach to our faculty, and last year's 6.5% reduction in the gap between these same scores.

Administration & Scoring: *(How will assessments be administered? How will assessments be scored?)*

The DRA is administered school-wide by classroom teachers in the fall and again in the spring. Assessments are scored by teachers and reported to the administration.

STUDENT LEARNING OBJECTIVE: TEACHER FORM

Name: _____

Content Area: _____ Grade Level: _____

Student Learning Objective: *(Please be sure to specify whether this is a mastery or progress objective.)*

Rationale: *(Why have you chosen this objective? Why is this a worthy area of focus?)*

Aligned Standards: *(To which RI/national standards (GSEs, GLEs, CCSS) does this objective align?)*

Students: *(Which students will this objective address? How many? From which classes?)*

Interval of Instruction: *(Quarters, trimesters, semesters, or one school year?)*

Target(s) & Evidence: *(Where do you expect this population of students to be at the end of the time interval? How are you going to measure student learning? At least one source of evidence is required, but multiple sources may be used. If a common assessment exists, it must be used as the primary source of evidence.)*

Rationale for Target: *(Why was this target chosen? How do you know it is an appropriate target? What pre-test or baseline information, if any, is available for this objective for the student population?)*

Administration & Scoring: *(How will assessments be administered? How will assessments be scored?)*

Evaluator should rate the Student Learning Objective in the following categories. Objectives rated as Unacceptable in any category should be revised and resubmitted.

Relevance of Content	Unacceptable <input type="checkbox"/>	Acceptable <input type="checkbox"/>	Solid <input type="checkbox"/>
Rigor of Target	Unacceptable <input type="checkbox"/>	Acceptable <input type="checkbox"/>	Solid <input type="checkbox"/>
Quality of Evidence	Unacceptable <input type="checkbox"/>	Acceptable <input type="checkbox"/>	Solid <input type="checkbox"/>

Once the above information has been discussed and agreed upon by the teacher and evaluator, please sign below.

Teacher _____

Evaluator _____

Date _____

Results: (Teacher should use this space to explain evidence of student learning. How many targets were met? To what degree were targets met?)

Scoring: (Evaluator should check the box that best indicates the teacher's attainment of this student learning objective. Individual ratings should serve as the basis for an overall rating using the holistic rubric.)

Did the teacher meet this student learning objective?

Did Not Meet ☐ ☐ ☐ ☐ Met ☐ Exceeded ☐

Comments/Notes:

Student Learning Objective – Teacher Companion

Student Learning Objective	This is a long-term academic goal for students. It should be specific and measureable, based on available prior student learning data, and aligned to state standards as well as any school and district priorities. It should represent the most important learning during the interval of instruction. Objectives may be based on progress or mastery. Objectives based on progress must include a baseline for each target. Objectives based on mastery may, but are not required to, include a baseline for each target. Targets must exceed baseline data.
Rationale	The rationale is the explanation for why this particular objective was chosen. The teacher should ask him or herself why this particular objective is worthy of focus.
Aligned Standards	The Student Learning Objective should align to state Grade Level and Grade Span Expectations (GSEs and GLEs) and/or the Common Core State Standards (CCSS). Objectives may be broad and aligned to many standards or they may be more narrow and aligned to just a few, if the rationale justifies this focus. If the school or district has made particular standards a priority for instruction, those standards should be addressed by the Student Learning Objective(s).
Students	The teacher should identify how many students are included in the Objective, and from which classes. As a rule, most Student Learning Objectives should address all or most of the students a teacher teaches. Elementary teachers who teach all content areas should at least have one Student Learning Objective for ELA and one for mathematics. Secondary teachers should have approximately one Student Learning Objective per prep, up to four. If a teacher has more than four preps, they should prioritize based on school or district learning priorities. If the school or district has made it a priority to close gaps between particular groups of students, Objectives may address these gaps and focus on a subgroup of students. Though individual Objectives may focus on a subgroup, the complete set should address most, if not all, of a teacher's students.
Interval of Instruction	The interval of instruction refers to the length of time the teacher will spend teaching the content and skills addressed in the Objective. Usually, the interval of instruction will be one school year. If the teacher teaches a course that is not taught year-long (e.g. a semester-long elective course), he or she may select an interval of instruction that better aligns with the school schedule.
Target(s) & Evidence	The target(s) for the Objective are the numerical goals for each source of evidence used to assess the objective. At least one source of evidence and a corresponding target are required, but multiple sources and targets may be used. If a common assessment exists, it must be used as the primary source of evidence. If the teacher is not using a common assessment, the evidence and how the evidence will be scored or assessed must be approved by the evaluator as part of the Student Learning Objective approval process. The relevance of content, rigor of target(s), and quality of evidence should be considered when setting and approving Student Learning Objectives.
Rationale for Target(s)	When selecting targets, the teacher should consider any department, grade level, school-wide or district expectations for progress or mastery, as well as any prior student learning data. If a baseline is available for the students covered in the Objective, it should be recorded. Baselines may be based on pre-tests administered at the beginning of the year, assessments administered at the end of the prior year, or other historical data about student learning.
Administration & Scoring	The teacher should explain how the evidence used to assess the Objective will be collected and reviewed. The teacher should include detail about how assessments will be administered and scored. The teacher and evaluator should determine the most accurate, fair and objective scoring process possible.
Approval of Objective	At the beginning-of-year conference, evaluator should rate the Objective in terms of relevance of content, rigor of target, and quality of evidence. Objectives rated as Unacceptable in any category should be revised and resubmitted within 48 hours. Objectives rated as Acceptable in any category can be approved but should be closely monitored as one or more dimensions may need to be adjusted at the mid-year conference.
Results	At the end of the interval of instruction, the teacher should explain the results of all sources of evidence used to assess the Objective. The results should be expressed numerically and in relation to the previously set targets. If any official score reports are available for the sources of evidence used (especially for common assessments) they should be submitted to the evaluator at the end of the interval of instruction.
Scoring	The evaluator should review all the available evidence related to Student Learning Objectives, noting the degree to which the objective was met on the form. Evaluators will informally rate each Objective on a spectrum from Not Met to Exceeded. The evaluator may provide additional comments about the scoring. These informal ratings will serve as the basis for the holistic scoring. Using the SLO Rubric, evaluators will look at the whole body of evidence across all Student Learning Objectives and assign an overall rating.

EXAMPLE

EXAMPLE 1 - STUDENT LEARNING OBJECTIVE: TEACHER FORM

Name: _____

Content Area: _____ Grade Level: _____

Student Learning Objective: *(Please be sure to specify whether this is a mastery or progress objective.)*

All students will demonstrate an understanding of fraction equivalence and adding and subtracting fractions with like denominators in isolation and in problem-solving situations based on their conceptual knowledge of unit fractions and operations on whole numbers. This is a mastery objective.

Rationale: *(Why have you chosen this objective? Why is this a worthy area of focus?)*

The school improvement plan cites the need to increase proficiency with fractions for grades four and five. This is supported by the results of the most current NECAP scores. This objective relates to a standard/group of standards that are particularly important at this grade level.

Aligned Standards: *(To which RI/national standards (GSEs, GLEs, CCSS) does this objective align?)*

4.NF.1, 4.NF.3a, 4.NF.3b, 4.NF.3c, 4.NF.3d, 4.MD.2, 4.MD.4

Students: *(Which students will this objective address? How many? From which classes?)*

This objective applies to all 28 of my current 4th grade students.

Interval of Instruction: *(Quarters, trimesters, semesters, or one school year?)*

The interval of instruction is the 2011-2012 school year.

Target(s) & Evidence: *(Where do you expect this population of students to be at the end of the time interval? How are you going to measure student learning? At least one source of evidence is required, but multiple sources may be used. If a common assessment exists, it must be used as the primary source of evidence.)*

All 24 students will score 70% or better on end-of-unit (fractions) district test. All 24 students will score a 4 or better on fractions demonstration, as measured by 7-point district mathematics performance task rubric. For the first target, my evidence will be the end-of-unit (fractions) district test. This test is common among all 4th grade classrooms in the district. For the second target, my evidence will be the fractions performance task. The task will be developed by the grade level team

Rationale for Target: *(Why was this target chosen? How do you know it is an appropriate target? What pre-test or baseline information, if any, is available for this objective for the student population?)*

These targets were chosen because, taken together, they suggest a grade-level proficiency with the selected standards. Because the objective requires students to have both breadth and depth of knowledge of fractions and their uses, I chose not to raise the bar above proficiency. However, I also believe that with proper instruction, all students will be able to achieve proficiency on these various standards.

Administration & Scoring: *(How will assessments be administered? How will assessments be scored?)*

The end-of-unit test will be administered in the spring and scored by the grade-level team (two 4th grade teachers). The fractions demonstration will also be administered in the spring and will be scored only by the classroom teacher, using a mathematics performance rubric created by the grade level team.

EXAMPLE

EXAMPLE 2 - STUDENT LEARNING OBJECTIVE: TEACHER FORM

Name: _____

Content Area: _____ Grade Level: _____

Student Learning Objective: *(Please be sure to specify whether this is a mastery or progress objective.)*

Students will be able to write a minimum of three informative/explanatory essays to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. This is a mastery objective.

Rationale: *(Why have you chosen this objective? Why is this a worthy area of focus?)*

This objective aligns with my schools overall strategic plan for writing in response to text. For the past two years, I have identified informative/explanatory writing as a relative weakness of my students as compared to narrative and creative writing. The students' 7th grade writing portfolios and beginning-of-year writing prompt data confirms that this is the case this year as well.

Aligned Standards: *(To which RI/national standards (GSEs, GLEs, CCSS) does this objective align?)*

This objective is aligned to the common core state standards for writing W.8.2

Students: *(Which students will this objective address? How many? From which classes?)*

This objective applies to all 78 of my 8th grade students.

Interval of Instruction: *(Quarters, trimesters, semesters, or one school year?)*

The interval of instruction is the 2011-2012 school year.

Target(s) & Evidence: *(Where do you expect this population of students to be at the end of the time interval? How are you going to measure student learning? At least one source of evidence is required, but multiple sources may be used. If a common assessment exists, it must be used as the primary source of evidence.)*

I expect that all 78 students will be able to produce three pieces of informative/explanatory writing that score at least one level higher than baseline writing sample data, as measured on the district writing rubric. Students will have multiple opportunities (3) throughout the Spring semester to produce informative/explanatory writing in response to short stories read during this semester.

Rationale for Target: *(Why was this target chosen? How do you know it is an appropriate target? What pre-test or baseline information, if any, is available for this objective for the student population?)*

Based upon their beginning-of-year writing prompts, all students have room to grow at least one level (i.e., no student produced a piece of writing that scored a 6/6 on the rubric).

Administration & Scoring: *(How will assessments be administered? How will assessments be scored?)*

The teacher will instruct and assign the writing in class as formal assessments. They will be scored by me using district-wide rubrics and samples of student work that illustrate different levels of performance. A sample (10) of my writing samples will be blind scored by colleagues for each assignment to calibrate my scoring.

Appendix D: Support and Development Forms



Building Administrator Self-Assessment Form

Name:			
School:		District:	
Grade Configuration:		Title/Role:	
Date Developed:			

The purpose of the Self-Assessment is to allow educators to reflect on their practice, identifying their own professional strengths and areas of development. Your Self-Assessment will lead directly into the development of your Professional Growth Goals. Before completing the Self-Assessment, review any prior evaluations (especially last year's), including feedback from your prior evaluation, as well as the competencies in the Administrator Professional Practice Rubric and Professional Responsibilities Rubric. The areas of strengths and areas of development should be aligned with competencies in these rubrics.

Building Administrator Self-Assessment– Professional Practice

Using the Administrator Professional Practice Rubric, for each domain identify at least one competency as a strength and at least one as an area for development. Using previous evaluations and any other relevant information, provide a rationale for why you chose these competencies.

Professional Practice Strength (EXAMPLE)		Professional Practice Area for Development (EXAMPLE)	
EXAMPLE – 1C	EX: On my previous evaluation, I earned an “Exemplary” rating on this competency with my evaluator commenting that “Both in school visits and after a review of intervention plans, it is clear that staff are organized into grade level and department teams regularly reviewing real-time student data and discussing adjustments to instruction in order to meet individual and school-wide goals.” Also, because our school improvement plan requires a significant gap closing in student achievement, over the last two years I have instituted the use of a gap-closure tracker that is re-visited at the beginning of each monthly staff meeting.	EXAMPLE – 3B	EX: On my previous evaluation, I earned an “Unsatisfactory” rating on this competency. My evaluator commented that “In year-end surveys, staff reported not being observed regularly and feedback not being returned in a timely manner. In addition, you did not retain two highly effective teachers last year.” I am well aware that my personnel management has not been strong and am planning on spending a great deal more time this year in the classrooms observing teachers and have set up a system for myself in order to make sure observation feedback is delivered immediately after observations take place. I have also set a goal of 100% retention of Effective and Highly Effective teachers and plan to institute more check-ins with teachers mid-year to gauge teachers’ future plans.

Administrator Self Assessment– Professional Practice

Domain	Professional Practice Strength	Professional Practice Area for Development
Domain 1 Mission, Vision, and Goals		
Domain 2 Learning and Teaching		
Domain 3 Organizational Systems		
Domain 4 Community		

Self-Assessment – Professional Responsibilities

Identify at least two competencies from the Educator Professional Responsibility Rubric that are strengths and at least two that are areas for development. As with Professional Practice, use prior evaluations and other data to provide rationale as to why you selected these competencies. You do not need to identify a strength and development area for each domain in the Professional Responsibilities Rubric, you must only identify two strengths and two areas for development overall. Record the areas for development and strengths in the appropriate box based on the competencies to which they align.

Domain	Professional Responsibilities Strength	Professional Responsibilities Area for Development
Domain 1 Collaborate and Contribute to the School Community		
Domain 2 Believe In & Advocate for Students		
Domain 3 Create a Culture of Respect		
Domain 4 Exercise Professional Judgment and Development		

Self-Assessment Narrative

Please respond to each of the following prompts below.

1. **Prioritize.** Review the six (or more) areas of development identified in your Self-Assessment (at least four in Professional Practice and at least two in Professional Responsibilities). Reflect on your professional growth over the last year and prioritize these six areas of development that are most important for your professional growth and will yield the best outcomes for your students.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

2. **Summarize.** Briefly summarize the *top three* priority areas of professional growth that you plan to focus on in the coming year in two paragraphs or less. Explain why these are your priority areas of growth and how focusing on these development areas will help you improve as a professional. These areas of development will be the basis of the Professional Growth Goals in your Professional Growth Plan.

3. Is there anything else about your role as an educator this year that you feel is important to share with your evaluator (new assignment, major program change, new management structure, etc.)?

Teacher Self-Assessment Form

Name:			
School:		District:	
Grade Level(s):		Subject(s):	
Date Developed:			

The purpose of the Self-Assessment is to allow educators to reflect on their practice, identifying their own professional strengths and areas of development. Your Self-Assessment will lead directly into the development of your Professional Growth Goals. Before completing the Self-Assessment, review any prior evaluations (especially last year's), including feedback from your prior evaluation, as well as the competencies in the Teacher Professional Practice Rubric and Professional Responsibilities Rubric. The areas of strengths and areas of development should be aligned with competencies in these rubrics.

Self-Assessment– Professional Practice

Using the Teacher Professional Practice rubric, for each domain identify at least one competency as a strength and at least one as an area for development. Using previous evaluations and any other relevant information, provide a rationale for why you chose these competencies.

Professional Practice Strength (EXAMPLE)		Professional Practice Area for Development (EXAMPLE)	
EXAMPLE – 1C	<p><i>EX: On my previous evaluation, I earned an “Exemplary” rating on this competency with my evaluator commenting that “Nearly every student in the classroom is engaged in their work but not all are working on the same thing. The level of student choice in your class is impressive - it is clear that they find meaning in their work”.</i></p> <p><i>Also, in my end-of-year student surveys last year, 90% of my students reported that they felt connected to the topics in class and 87% reported that they felt they had choices in their learning activities. This is something I spent a great deal of time working on last year and was the focus of one of my professional growth goals.</i></p>	EXAMPLE – 1C	<p><i>EX: On my previous evaluation, I earned an “Emerging” rating on this competency. My evaluator commented that “Many students are reading books that are either too difficult or not challenging enough. Several opportunities exist to connect students to the curriculum through available technology but are not being utilized.”</i></p> <p><i>In addition to my evaluator’s comments, I know that I can do a much better job of matching students to text using lexile ratings. Using our new SRI computer program, I can update student reading levels regularly and use them to better individualize reading materials.</i></p>

Teacher Self-Assessment– Professional Practice

Domain	Professional Practice Strength	Professional Practice Area for Development
Domain 1 Planning and Preparation		
Domain 2 Classroom Instruction		
Domain 3 Classroom Environment		
Domain 4 Assessment, Reflection and Improvement		

Self-Assessment – Professional Responsibilities

Identify at least two competencies from the Educator Professional Responsibility Rubric that are strengths and at least two that are areas for development. As with Professional Practice, use prior evaluations and other data to provide rationale as to why you selected these competencies. You do not need to identify a strength and development area for each domain in the Professional Responsibilities Rubric, you must only identify two strengths and two areas for development overall. Record the areas for development and strengths in the appropriate box based on the competencies to which they align.

Domain	Professional Responsibilities Strength	Professional Responsibilities Area for Development
Domain 1 Collaborate and Contribute to the School		
Domain 2 Believe In & Advocate for Students		
Domain 3 Create a Culture of Respect		
Domain 4 Exercise Professional Judgment		

Self-Assessment Narrative

Please respond to each of the following prompts below.

4. **Prioritize.** Review the six (or more) areas of development identified in your Self-Assessment (at least four in Professional Practice and at least two in Professional Responsibilities). Reflect on your professional growth over the last year and prioritize these six areas of development that are most important for your professional growth and will yield the best outcomes for your students.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

5. **Summarize.** Briefly summarize the *top three* priority areas of professional growth that you plan to focus on in the coming year in two paragraphs or less. Explain why these are your priority areas of growth and how focusing on these development areas will help you improve as a professional. These areas of development will be the basis of the Professional Growth Goals in your Professional Growth Plan.

1. Is there anything else about your role as an educator this year that you feel is important to share with your evaluator (new assignment, change in curriculum, etc.)?

Educator Professional Growth Plan

Name:		Position/Title:		<input type="checkbox"/> New
Date Developed:		District:		<input type="checkbox"/> New
Date Revised:		School(s):		<input type="checkbox"/> New
Educator Signature	X	Grade Level(s):		<input type="checkbox"/> New
		Subject(s):		<input type="checkbox"/> New
Evaluator Signature	X			

Setting Goals with Primary Evaluator

The Primary Evaluator will assist the educator in setting specific and measurable Professional Growth Goals for the year. The Beginning-of-Year Conference in the beginning of the year is a time for the educator and primary evaluator to discuss and finalize goals and identify appropriate sources of professional development to help the educator meet those goals. Although districts may offer professional development opportunities that overlap with the educator's Professional Growth Goals, each educator is personally responsible for improving their own practice and achieving their own goals.

When to Revise the Professional Growth Plan

The Mid-Year Conference provides a formal opportunity for the educator and evaluator to discuss the Professional Growth Plan. If a Professional Growth Goal has been met before the end of the year, the educator should identify a new goal based on the priorities in his or her Self-Assessment and/or needs identified by the evaluator. If, at the end of the year, a Professional Growth Goal is still in the process of being achieved, and the educator and evaluator feel as though it is important for the educator to continue working toward the goal, the educator can keep the same goal for up to one additional year. If, at the end of the second year, the goal is still not met, it should be revised such that the action steps will better lead to the goal being met (given the goal remains relevant).

Professional Growth Goals

Record three Professional Growth Goals below. Your goals should be specific, measurable and aligned with specific competencies within the evaluation rubrics. Rank your goals in order of priority, recognizing that each goal is important. On the following pages, complete the Professional Growth Plan form for each goal.

Alignment to Evaluation Components	Professional Growth Goals	Status <input type="checkbox"/> Achieved <input type="checkbox"/> In Process <input type="checkbox"/> Not Achieved
<i>Example:</i> Teacher Professional Practice 2F: Frequently checks for and responds to student understanding during instruction	<i>Example:</i> To learn and implement effective strategies to check for student understanding	In Process

Professional Growth Goal #1:					
Action Steps and Data: <i>Include detailed steps and the data you will use to determine whether each benchmark is met</i>	Benchmarks and Data: <i>Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.</i>				Evidence of Achievement: <i>How do you know that your goal has been met?</i>
Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__	
	Data:	Data:	Data:	Data:	
Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	
	Data:	Data:	Data:	Data:	

Professional Growth Goal #2:					
Action Steps and Data: <i>Include detailed steps and the data you will use to determine whether each benchmark is met</i>	Benchmarks and Data: <i>Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.</i>				Evidence of Achievement: <i>How do you know that your goal has been met?</i>
Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__	
	Data:	Data:	Data:	Data:	
Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	
	Data:	Data:	Data:	Data:	

Professional Growth Goal #3:					
Action Steps and Data: <i>Include detailed steps and the data you will use to determine whether each benchmark is met</i>	Benchmarks and Data: <i>Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.</i>				Evidence of Achievement: <i>How do you know that your goal has been met?</i>
Action Step 1	__/__/__	__/__/__	__/__/__	__/__/__	
	Data:	Data:	Data:	Data:	
Action Step 2	__/__/__	__/__/__	__/__/__	__/__/__	
	Data:	Data:	Data:	Data:	

EXAMPLE

Educator Professional Growth Goal – Teacher Example

Each Professional Growth Goal should be a measurable endpoint, achieved through specific action steps. In the example below, note the use of action steps that support the educator’s strategy for achieving the Professional Growth Goal, along with benchmarks that provide the basis for measuring progress toward the goal throughout the year.

Professional Growth Goal #1: To learn and implement effective strategies to check for student understanding					
Action Steps and Data: <i>Include detailed steps and the data you will use to determine whether each benchmark is met</i>	Benchmarks and Data: <i>Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.</i>				Evidence of Achievement: <i>How do you know that your goal has been met?</i>
Action Step 1 Learn 3 new research-based effective strategies to check for student understanding during instruction.	By 10/1/11 Research strategies that exist and obtain resources for study (borrow or buy book(s) that contain appropriate strategies)	9/1/11 through 6/15/12 --Keep a weekly reflective journal And/Or --Enlist and implement a critical friends group	By 10/31/11 Observe 2 colleagues who are effective at checking for student understanding during instruction	Between 1/30/11 and 3/30/12 Enlist 1-2 colleagues to observe my teaching at least 2 times, focusing on checking for student understanding. Each observation will have a debriefing conference afterward for reflection	1. <i>Reflective Journal:</i> reflections will demonstrate synthesis of new knowledge and reflections on teaching practice 2. <i>Observations conducted by colleagues:</i> Observations will reveal how I check for understanding during instruction.
	Data: Resources obtained and read	Data: Reflective journal And/Or Notes from Critical Friends meetings	Data: Observation notes indicating the focus on checking for understanding	Data: Observation notes and reflection indicating checking for understanding	

Action Steps and Data: <i>Include detailed steps and the data you will use to determine whether each benchmark is met</i>	Benchmarks and Data: <i>Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.</i>				Evidence of Achievement: <i>How do you know that your goal has been met?</i>
Action Step 2 Implement instruction that consistently and effectively checks for understanding, responds to student understanding, and engages students in monitoring their own understanding.	10/31/11 through 6/15/12 (daily) Include strategies for checking for understanding in lesson planning	1-2 times per Quarter Video tape lessons for self-reflection and critique (Look specifically for strategies for checking for understanding and students engaging in their own understanding)	9/1/11 through 6/15/12 (weekly or bi-weekly) Collect student work as evidence of checking for understanding and students engaging in evaluating their own understanding	__/_/_/____	<ol style="list-style-type: none"> 1. Lesson plans will include details that elicit checking for understanding 2. Videotapes will include evidence of effective checking for understanding 3. Student work will include segments where students are checking for their own understanding as well as providing the teacher with evidence of understanding.
	Data: Lesson plans include details that elicit checking for understanding	Data: Notes from self reflection and critique of the video are focused on checking for understanding	Data: Student work	Data:	

Educator Individual Development Plan

Name:		Prior Year Evaluation Rating	TPP:	PR:	SL Objec:	SL/RIGM:	Summative:
Position/Title:							
School(s):		District:					
Grade Level(s):		Subject(s):					
Date Developed:		Date Revised:					
<i>Evaluator Approval</i>	X	<i>Educator Approval</i>	X				

Improvement Team Members		
Name	Position/title	Responsibilities for Individual Development Plan

Educator Individual Development Plan – Professional Growth Goals

Record three professional growth goals aligned with your previous evaluation below. Your goals should be specific and measurable. Each of your goals is important but you should rank your goals in order of priority. On the following pages, complete the growth plan form for each goal.

Alignment to Evaluation Components	Professional Growth Goals	Status

Professional Growth Goal #1:					
Action Step 1:					
Responsibilities: <i>Identify who is responsible for support and their role(s)/action(s)</i> Educator: Evaluator: Improvement Team Member(s):					
Benchmarks and Data: <i>Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.</i>					Evidence of Achievement: <i>How do you know that your goal has been met?</i>
__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	
Data:	Data:	Data:	Data:	Data:	
__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	

Data:	Data:	Data:	Data:	Data:	
Action Step 2:					
__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	
Data:	Data:	Data:	Data:	Data:	
__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	
Data:	Data:	Data:	Data:	Data:	

Professional Growth Goal #2:					
Action Step 1:					
Responsibilities: <i>Identify who is responsible for support and their role(s)/action(s)</i> Educator: Evaluator: Improvement Team Member(s):					
Benchmarks and Data: <i>Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.</i>					Evidence of Achievement: <i>How do you know that your goal has been met?</i>
__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	
Data:	Data:	Data:	Data:	Data:	
__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	

Data:	Data:	Data:	Data:	Data:	
Action Step 2:					
__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	
Data:	Data:	Data:	Data:	Data:	
__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	
Data:	Data:	Data:	Data:	Data:	

Professional Growth Goal #3:					
Action Step 1:					
Responsibilities: <i>Identify who is responsible for support and their role(s)/action(s)</i> Educator: Evaluator: Improvement Team Member(s):					
Benchmarks and Data: <i>Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.</i>					Evidence of Achievement: <i>How do you know that your goal has been met?</i>
__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	
Data:	Data:	Data:	Data:	Data:	
__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	

Data:	Data:	Data:	Data:	Data:	
Action Step 2:					
__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	
Data:	Data:	Data:	Data:	Data:	
__/__/__	__/__/__	__/__/__	__/__/__	__/__/__	
Data:	Data:	Data:	Data:	Data:	

Educator Individual Development Plan

Progress Monitoring – Check-in Sheet

Date	Improvement Team Member	Description of Interaction

